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EIGHTEENTH ANNUAL REPORT

OF THE

*Rhode Island.*  
BOARD OF EDUCATION,

TOGETHER WITH THE

FORTY-THIRD ANNUAL REPORT

OF THE

COMMISSIONER OF PUBLIC SCHOOLS,

OF

RHODE ISLAND,

JANUARY, 1888.



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PROVIDENCE:

E. L. FREEMAN & SON, STATE PRINTERS.

1888.

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EIGHTEENTH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION  
OF  
RHODE ISLAND,  
1887.



# REPORT.

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*To the Honorable the General Assembly of the State of Rhode Island :*

The State Board of Education beg leave to submit their Eighteenth Annual Report of the educational condition of the State, together with the Report of the State Commissioner and reports from the various departments of our educational work.

During the year past the Board have held fourteen meetings for the consideration of the interests committed to their charge. In addition to visits made by the Board to the several institutions, special committees, having in charge the different branches, have reported in detail from time to time upon the general condition of the work, so that there has at all times been the closest possible relation between the Board and the educational enterprises of the State. The labors of the Board have also been very greatly supplemented and aided by the untiring energy and constant vigilance of the State Commissioner with reference to all matters appertaining to the work of public education. From a careful survey of the whole field the Board feel justified in congratulating the citizens of the State not only



upon the generally improved condition of our educational interests, but also upon the manifestly increasing appreciation among all classes of people of the importance of the work. This fact is attested by the cordial spirit with which the educational meetings held during the year under the auspices of the Commissioner in various sections have been received, and the evident desire among the people to find out what is best to be done to enhance the efficiency of local educational work. The effectiveness of our means of training our youth for the duties of life depends very largely upon the general spirit pervading the people; and the friendly attitude of the citizens at large, the increasing demand for skilled workmen in all sections in place of the old idea that any indifferent person might be intrusted with the work of teaching, a more generous desire to provide the material aids necessary to the effective administration of the schools, are among the auspicious omens that point to a future of still wider promise in our educational work. Our methods and policy in any enterprise like that of public education will be greatly shaped and shaded by the fundamental principles and ideas upon which we base our plans. There is doubtless need for a broader conception in the public mind of the province of education. The thought of the constitution that the inalienable rights of man are "life, liberty, and the pursuit of happiness," should give breadth to the popular conception of the province of the school. That training of our youth which shall be in consonance with this thought must combine such elements as shall contribute to the accomplishment of the ends in

view. Life means much more than a technical skill to acquire the bare necessities of existence, and hence our view of education must be broad enough to take in the joy and sweetness that belong to life not less than the idea of bare subsistence. It is believed that our youth may be taught the finer things that enter into life along with that which appears more directly practical, and with no detriment whatever to the latter. All those things which enter into the home-life of the people, and which are not conditioned upon wealth alone should have a large place in our educational schemes. From this point of view, much that is taught our youth may help to add a charm to the home and the daily life of the people, and thereby to enhance the value of that which has been acquired by the daily toil and which is popularly counted the foremost necessity. It is to be hoped that our progress in education, while not in any regard abating the thoroughness of technical training, may constantly bring our educational privileges into closer relation with the life of the people in their homes and social relations, opening up new avenues to happiness and guiding them to that contentment and satisfaction, not conditioned alone upon the material results of labor, and which are the surest guarantee of social order.

#### THE NORMAL SCHOOL.

The State Normal School is one of the most important agencies in working out indirectly among the public schools of the State, that better condition of education towards

which we should be constantly aiming. A detailed report of this School is presented by the Board of Trustees.

#### THE STATE HOME AND SCHOOL.

During the year past a new cottage and laundry have been erected at this Institution with the appropriation granted by the last Général Assembly. Such other repairs and improvements as the means would allow have been made, and the Board are pleased to report that the property has been faithfully cared for by the efficient Superintendent, and, for the outlay, is in excellent condition. Mr. Healey has exhibited very commendable energy and wisdom in administering the affairs of the Institution, and the kind, parental care exercised by both himself and Mrs. Healey, has rendered it what it was intended to be,—a true home to those little ones deprived by adverse fortune of that priceless privilege. The appended report will give the necessary data for an intelligent understanding of the methods and work of the Home. Considering the large number of children of school age, the Board feel the urgent necessity for an additional teacher, that the pupils here may have equal privileges with the other children of the State.

#### SCHOOL FOR THE DEAF.

Anyone observing carefully the great difficulties attending the teaching of deaf mutes, and at the same time, noting the results of the training in this school will appreciate the untiring devotion and energy of the faithful teachers en-

gaged in the work. There is no department of our educational work where special skill is so much needed as here, and where there is so large a demand upon the patience and the sympathies; and the generous spirit in which the several teachers have carried forward their arduous work is worthy of great commendation. The Board would desire to express again their conviction that provision should be made whereby young children from a distance might be cared for at this school and so be enabled to take advantage of its privileges at the earliest moment practicable. There are surely none who appeal to our hearts with more force than this class of unfortunates, who, so slowly, even with the best methods and instruction, acquire the power to communicate with their fellows. The Board are also of the opinion that the school could be rendered much more effective if additional room could be secured. In a work so important and with so serious natural hindrances it is extremely desirable that the best instrumentalities should be provided.

#### PUBLIC LIBRARIES.

The tabular statement, herewith presented, of the condition of the public libraries will show at a glance the widely extended work and influence of this important adjunct to the educational provisions of the State. There is scarcely any aid to education which so multiplies its effects for good as the book in the free public library. It visits many homes and speaks to many lives. It supplements the teacher's work in the school by leading the reader farther along the

avenues of knowledge opened up in the class instruction. It not only serves for reference and larger information, but its stimulating influence may awaken the pupil to a keener appreciation of the knowledge afforded in the school. The needed change and relief from technical routine which are true rest to the mind are found here. The school-room and the public library should be on very intimate terms. The Board would earnestly recommend to the school authorities of the several towns a thoughtful consideration of this subject and suggest some official action which should insure careful guidance of the child's reading on the part of the teacher in a general way, and more especially with reference to the daily class instruction. The teacher has a larger office than simply to communicate or insure the memorizing of a given amount of material. Books are the reservoirs from which the child, after school-life, is to draw largely his instruction and inspiration. A vital part of his education is to learn their use, and to learn their use by himself after he has left the school-room. School training should not merely store the mind. It should much more, and rather, issue in *strength*, strength to acquire and to do. The pupil who can go out from his school training conscious of his power to use the means of knowledge for himself and to add to his store of information by his own efforts, will find an inspiration and promise of growth and power in the fact. The fostering of the public library by the State is a wise multiplying of force. The usefulness and influence of our libraries depend largely upon the choice of a suitable person as librarian. Each library should

be in care of a person of broad intelligence and sound judgment. A large proportion of the young who make use of the public library make choice of books in a most haphazard manner, selecting not seldom books entirely unsuited to their age and needs. A librarian, capable of measuring the wants of the child and of giving friendly suggestions as to the kind of books needed, would enhance very greatly the healthful influence of our libraries.

#### EVENING SCHOOLS.

The reports from the several towns in regard to the work of the Evening Schools are most encouraging. While they should never be allowed to usurp the legitimate office of the day school in providing for the education, as far as may be, of all the people, it is evident that the standard of general intelligence is materially raised by their wholesome influence and hence the standard of citizenship improved. While different means devised for securing a more uniform attendance have been variously successful, doubtless the irregularity is largely due to the failure on the part of the pupils to appreciate the great value of the training received. The spirit of the teacher is largely the inspiration of the scholar. The teacher should be so impressed with the great importance of even the little knowledge thus imparted to the narrow life of the scholar, that his spirit will communicate itself to his school. Skill in giving the instruction an intensely practical direction so apparent that the pupil must see how it touches his daily

needs would doubtless greatly enhance its value in his estimation. The State most wisely seeks, by thus supplementing the regular day work of the schools, to lift the standard of intelligence among her citizens. It is believed that suitable provision should be made and earnest effort be put forth to extend the benefits of our Evening Schools more widely among that adult class who have in their youth been deprived of the privileges of public education and who sorely need assistance such as these schools can render. The Board would desire to emphasize this thought, especially since now a more complete enforcement of the truant law is likely to insure the benefits of public education to a greatly larger number of our children during the proper age for school work.

#### THE RHODE ISLAND SCHOOL OF DESIGN.

By increased representation upon the Board of Directors the State Board of Education is brought into closer relation to the work and purposes of this school. The various branches of study pursued here, and which, through the bounty of the State are brought within the reach of many most worthy pupils, are of increasing value as aiding the enterprises of society. The future is likely to demand men with powers trained for new lines of activity. The ability to do *many* things will doubtless be found as necessary in the future as the trade was once thought to be. This school is doing an excellent work in certain lines bearing on the general question of industrial training and which to-day has, as it deserves, an important place among the edu-

cational questions of the day. The more this Institution can adapt its training in the various branches of art to the application of art among the varied industries and enterprises of society, the more completely will it fulfill its high purposes and merit the fostering care of the State and the generous patronage of the public. The Board would heartily commend the work and management of this school.

#### THE TRUANT LAW.

The Board learn with gratification of an increasing thoroughness in the enforcement of the provisions of the Truant Law, and are convinced that the educational interests of the State are vitally affected by its operations. Those children to whom it will in the main apply are, for the most part, of a class needing most the boon of public education, and who, if allowed to remain in ignorance and lawless idleness, will become a source of peril to society. In this case, in a marked degree, what benefits the individual becomes the safeguard of the State. A very satisfactory illustration of the beneficent influence of such laws is found in their operation in some other States. In some of the larger cities, notably in New York, the number of juvenile commitments for crime has been diminished in a marked degree by the enforcement of the Truant Laws. It is to be hoped that ere long the town authorities will see the advantage to all concerned of a proper and cordial application of its provisions.

The Board desire to conclude this Report with an expression of gratification at the attention the educational



work of the State has received in the General Assembly, and at the general disposition among the legislators to seek such legal provisions as may best enhance the interests of this important work. They believe no subject can more fitly claim the attention of our legislative bodies, and that wise action in no direction can prove of wider and more lasting service to the broad constituency of the people; and they would most earnestly urge upon the citizens throughout the commonwealth, not only a desire for just and wise legal provisions, but equally a keen personal and helpful interest in all the means employed in training our youth for citizenship and the responsibilities of social life.

Respectfully submitted,

JOHN W. DAVIS,  
SAMUEL R. HONEY,  
WM. N. ACKLEY,  
FRANK E. McFEE,  
DANIEL LEACH,  
DWIGHT R. ADAMS,  
SAMUEL H. CROSS,  
GEORGE A. LITTLEFIELD.

PROVIDENCE, Dec. 31, 1887.

TENTH ANNUAL REPORT  
OF THE  
PRINCIPAL  
OF THE  
RHODE ISLAND SCHOOL FOR THE DEAF,  
PROVIDENCE, R. I.  
FOR THE  
YEAR ENDING DECEMBER 31,  
1887.



# RHODE ISLAND SCHOOL FOR THE DEAF.

CORNER OF FOUNTAIN AND BEVERLY STREETS,

PROVIDENCE, R. I.

---

UNDER THE SUPERVISION OF THE  
STATE BOARD OF EDUCATION.

---

HIS EXCELLENCY JOHN W. DAVIS, Governor, *ex-officio*,

PRESIDENT.

HIS HONOR SAMUEL R. HONEY, Lieutenant-Governor, *ex-officio*.

REV. WILLIAM N. ACKLEY,	. . . . .	Warren.
FRANK E. MCFEE,	. . . . .	Woonsocket.
REV. DANIEL LEACH,	. . . . .	Providence.
DWIGHT R. ADAMS,	. . . . .	Centreville.
SAMUEL H. CROSS,	. . . . .	Westerly.
GEORGE A. LITTLEFIELD,	. . . . .	Newport.

---

SECRETARY:

THOMAS B. STOCKWELL, Commissioner of Public Schools, *ex-officio*.

---

PRINCIPAL:

ANNA M. BLACK.

---

ASSISTANT TEACHERS:

ARDELIA C. DEWING, ELLEN J. KERR, EMMA F. DUNLOP.  
MRS. E. T. SMITH, Teacher of Drawing.



# REPORT.

---

*To the Honorable the State Board of Education :*

GENTLEMEN:—I herewith submit my report for the year ending December 31, 1887.

Respectfully,

ANNA M. BLACK,

*Principal.*

DECEMBER 31, 1887.

## TABULAR REPORT OF THE PUPILS OF THE RHODE ISLAND

NAMES OF PUPILS.	RESIDENCE.	AGE. (Approx.)	DATE OF ADMISSION.
Kinyon, Ada J.....	Providence.....	27	April 2, 1877.....
Slavin, Joseph H.....	Pawtucket.....	15	Jan. 28, 1880.....
Goodspeed, Bertha.....	Providence.....	13	Mar. 9, ".....
Riley, Thomas.....	".....	14	April 5, ".....
Tucker, Arthur.....	".....	14	" 19, ".....
Sheldon, Mary E.....	".....	19	Sept. 6, ".....
Lynch, James E.....	Wanskuck, Providence.....	12	" 6, ".....
Swift, Mary E.....	Providence.....	15	Nov. 2, ".....
White Sarah.....	East Providence.....	15	Sept. 5, 1881.....
Potvin, William.....	River Point, Warwick.....	18	Oct. 24, ".....
McDonnell, Thomas.....	Providence.....	17	Nov. 28, ".....
Brownell, Lester R.....	".....	12	June 15, 1882.....
Radcliffe, Eliza.....	Lonsdale, Lincoln.....	15	Sept. 13, ".....
Moon, Ina G.....	Washington, Coventry.....	14	Nov. 24, ".....
Lorimer, John F.....	Providence.....	15	April 18, 1883.....
Woodley, Abby M.....	".....	9	May 7, ".....
Nolan, Rosanna.....	Rumford, East Providence.....	13	Sept. 3, ".....
Addison, Susan B.....	Pawtucket.....	15	May 19, 1884.....
Goodwin, James H.....	Providence.....	12	Oct. 7, ".....
Holloway, Mary Ellen.....	Pawtucket.....	12	" 20, ".....
Cole, Egbert T.....	South Scituate.....	19	Mar. 10, 1885.....
Herzog, Ernest J. H.....	Geneva, Providence.....	14	" 10, ".....
Provingal, Joseph.....	Albion.....	16	Sept. 23, ".....
Walker, Mabel.....	Providence.....	15	Jan. 6, 1886.....
Beauchesne, Alphonse.....	Central Falls.....	10	Oct. 25, ".....
Sullivan, Nellie.....	Newport.....	7	Nov. 12, ".....
Grant, Edith.....	Providence.....	4	Dec. 13, ".....
Cole, Luella.....	South Scituate.....	7	Mar. 28, 1887.....
Chevers, C. Herbert.....	East Providence.....	8	April 26, ".....
Jacques, George A.....	Pawtucket.....	8	May 11, ".....
Cove, Margaret.....	Woonsocket.....	8	Sept. 5, ".....
Green, Sarah.....	Hope.....	12	" 12, ".....
Andrews, Wilhelmina.....	Providence.....	15	" 20, ".....
Francis, Manuel.....	Bristol.....	8	" 26, ".....
Balch, Grace A.....	East Providence Centre.....	10	Oct. 10, ".....
Staunton, Annie.....	Providence.....	6	Nov. 14, ".....
Reynolds, Ella E.....	Merino, Johnston.....	16	Dec. 4, ".....

## SCHOOL FOR THE DEAF FOR THE YEAR ENDING DEC. 31, 1887.

CAUSE OF DEAFNESS, AS FAR AS KNOWN.	AGE WHEN MADE DEAF. (Approx.)	REMARKS.
Severe illness.....	8 months .....	.....
— ? fever.....	1 year, 9 months....	.....
Scarlet fever.....	5 years, 8 months...	.....
Congenital.....	.....	{ Could not be kept in school on account of vagrant habits.
Whooping cough.....	3 years.....	Can hear loud tones.
Scarlet fever.....	5 years.....	.....
Brain fever.....	2 years, 2 months...	.....
Scarlet fever.....	6 years, 10 months..	.....
Lung fever.....	2 years, 6 months...	.....
Congenital.....	.....	Left on account of sickness.
{ Congenital, or tumor in ears at 10 months.....	.....	.....
Congenital.....	.....	.....
Scarlet fever.....	.....	.....
Congenital, or illness at 3 months	.....	Slight degree of hearing.
Scarlet fever.....	{ Probably before the age of 2.	Can hear loud tones.
Chronic inflammation of throat.	{ Discovered in her third year.	Slight degree of hearing.....
Scarlet fever.....	9 weeks.....	.....
Lung fever.....	5 months.....	.....
Scarlet fever.....	4 years.....	Left on account of trouble with ears.
Scarlet fever.....	{ Discovered at the age of 5.	.....
Congenital.....	.....	Left school to work on a farm.
Congenital.....	.....	Previously taught in a German school.
Lung fever.....	4 years.....	Left school to work in a mill.
Scarlet fever.....	3 years.....	.....
Scarlet fever.....	4 years.....	.....
Scarlet fever.....	2 years.....	.....
Tumor in ears.....	6 months.....	.....
Congenital.....	.....	.....
Brain fever.....	6 months.....	Has slight degree of hearing.
Meningitis.....	2 years, 6 months...	.....
Fever.....	2 years.....	.....
Scarlet fever.....	2 years.....	.....
.....	.....	Attending for instruction in articulation only.
Typhoid fever.....	3 years, 6 months...	.....
Scarlet fever.....	6 years.....	{ Hard of hearing. Attending for speech reading only.
Congenital.....	.....	Hard of hearing.
Scarlet fever.....	9 years.....	Hard of hearing.



## SUMMARY.

Number of pupils, from date of opening the school, April 2, 1877, to Dec. 31, 1886.....	60
Number of pupils who have entered the school since Dec. 31, 1886.....	10
<hr/>	
Whole number who have attended the school.....	70
Number who have left the school.....	42
<hr/>	
Number of pupils Dec. 31, 1887.....	28
<hr/>	
Number of girls who have attended school during the year.....	21
“ “ boys “ “ “ “ “ “ “ “.....	16
<hr/>	
Whole number of pupils during the year.....	37
Average attendance.....	24.85
<hr/>	
Number congenitally deaf, or made deaf before the age of two...	16
Number who lost hearing between the ages of two and four.....	8
Number who lost hearing after the age of four.....	12
<hr/>	
	36
One not deaf, taking lessons in articulation only.....	1
<hr/>	
	37
Number who have any degree of hearing.....	12

*Residences of all who have attended during the year 1887.*

Providence, including Wanskuck and Geneva.....	17
Rumford, East Providence.....	1
East Providence.....	3
Pawtucket.....	4
Albion.....	1
Central Falls.....	1
South Scituate.....	2
Lonsdale.....	1
River Point, Warwick.....	1
Washington Village, Coventry.....	1
Newport.....	1
Woonsocket.....	1
Hope.....	1
Bristol.....	1
Merino, Johnston.....	1
<hr/>	
15 localities.....	37

There have been no changes during the year in the corps of teachers. Five pupils have left. One could not be retained on account of vagrant habits, acquired through neglect of home training, and too much street training. Two were obliged to leave on account of sickness. Two have left school to engage in work. Four girls are now boarded by the State at the "Children's Home." Five of our girls have been admitted to the Cooking School for one lesson a week. One boy attends the R. I. School of Design. All of our children except the very smallest ones of the beginning class, have been under the tuition of Mrs. E. T. Smith in drawing; and most of them have made progress credit-

able to themselves and to their teacher. Mrs. Smith has the happy faculty of training their hearts as well as their hands to follow her lead. She will start a class in clay modeling next term. There have been ten additions to the school during the year—more than ever before in any one year. A number of improvements have been made in the furnishing and arrangement of the school-rooms. Some books have been added to the library.

At our public examination and exhibition last June, many spoke in terms of commendation and pleasure of the attainments of the pupils, and the advancement made since the previous examination. Year by year the work of the school is becoming much better known, and consequently more thoroughly appreciated. One substantial evidence thereof is the increased interest shown in the school. The prizes offered by Mrs. Henry Lippitt have been made a regular and permanent feature. The "Children's Home" and "Children's Mission" have been ever ready to extend a helping hand. Other friends have been generous and hearty in expressions of interest; accompanied by something more substantial when needed. All these things go very far toward keeping some children in school, who could not otherwise attend, and encourage and cheer the teachers and pupils. Yea, more, such appreciation as this, accompanied by a more liberal appropriation from the State, or individual endowment, would establish beyond question that the founding of this school was a good and beneficent thought, and destine it to grow to be one of the, not only necessary, but honored and permanent institutions of the

State: as such schools have become in nearly every State in the Union. The United States is doing more and greater things than any other country in the world toward educating and making self-supporting, useful, gifted and honored citizens of our children of the fettered ear. Once we went to other nations to learn how to teach our deaf; now they come to us.

With all these anxious longings and high hopes I cannot but think that it is passing strange, that notwithstanding the issuing of circulars and reports, and various other advertisements, so many whom our school is designed to benefit, are in total ignorance or neglect of the privilege offered them. It is estimated and frequently quoted that there is one fit subject for a school for the deaf in every 1500 people. In Martha's Vineyard and some other communities the proportion is much greater. On studying the census reports, the reports of the Hartford and other schools where some of our deaf have been educated, our own reports and other statistics, it cannot be proven in any way that there is that proportion in Rhode Island.

The population of Rhode Island being 304,284, the above estimate would give about 200 deaf in this State. The last census records 91 deaf and *dumb*. This probably does not include all who have been taught a longer or shorter time at the Rhode Island School for the Deaf within the last ten years; for some of those had never lost their voices and all have been or are being taught to talk; some leaving, however, before they had made much proficiency. It may include most of the deaf of Rhode Island, who in

past years have been taught at other schools. This would leave less than 50 who have not been educated. Besides this, however, the census records 500 deaf (not dumb). I suppose this includes persons of all ages and all stages and degrees of deafness. It may be that out of this number there are 30 or 40 more who either have been, or ought to be educated at our school. At a rough estimate and lowest count, there are 50 persons in our State who ought to be, but are not members of the Rhode Island School for the Deaf. I would be more than glad if some fertile brain would devise some plan of ascertaining to a nearer certainty just how many there are, and how to get them into school. I confess that it is a subject that has caused me no little thought, anxiety and effort. I expect to keep on trying; but if there are 50 who ought to be in the School for the Deaf, it is high time that every resident of the State made it his interest to assist us to reach and educate all who need this special instruction. Our system is for, not only the deaf-mutes, but for those who are hard of hearing. Speech-reading is our specialty. Articulation is taught through the process of noting the muscular action and expression of the vocal organs, which we term speech-reading. I will say here that a course of speech-reading would be a great assistance to any one of almost any age who has become hard of hearing.

Our State is not singular in respect to the neglect of the privileges offered for the education of its deaf. It is claimed that in many of the States there are twice as many deaf children growing up in absolute ignorance, as there

are of those under instruction ; and this, not because ample provision has not been made for them, but advantage is not taken of it. It is calculated that there are over 7,000 deaf children in the United States, who are growing up in ignorance through the more deplorable ignorance, careless selfishness or at best, thoughtlessness, of their parents and guardians. There is an urgent call in this direction for a compulsory education law.

Rhode Island provides this school for the free education of all the deaf in the State ; and any outside of the State who will pay tuition. By this I mean, not only all of the so-called deaf-mutes, but the semi-deaf ; all that are too deaf to be benefited by the ordinary instruction in the public schools. There is no limit in our State as to age and length of time allowed for attendance. The little one is *so little* in knowledge and mental development that the teacher ought to begin where the mother usually begins with a hearing child ; that is, as young as possible, or as soon as possible after the child loses his hearing ; while habits are easily formed and the vocal organs mobile and flexible ; or, if the child has once talked, in order to preserve his voice or his remembrance of the language once acquired. Children so soon forget how to talk if they lose their hearing, or when it becomes impaired. Right here, I would say, that it is surprising how many children who have once talked, and have lost their hearing by disease, are allowed to forget how to talk on account of the neglect of home training or school privileges.

It is asserted by some of our educators, who advocate the

use of signs for teaching the deaf, that persons of intelligence and education acquire the art of speech-reading with comparative ease, and that those taught by the "eclectic" system become better speech-readers and more fluent articulators than those taught exclusively by the oral system. For this reason the mind of the deaf child just beginning to learn, should first and all along, be disciplined and informed by means of the manual signs. This is said to prepare the way and render easier the teaching of speech and speech-reading. This is not my experience, or the experience of those who have been a much longer time in this work than have I. First, in regard to laying the foundation, I prefer to start with the speech movement of the vocal organs—call them facial *signs* if you will, I have no special objection to that word in its general sense. For, while it is true, that context is one of the keys to speech-reading; still it is mainly built on a cultivated habit of perception and accurate observation. The eyes are trained to detect the slightest and most delicate shades and variations in the muscular action and expression of the vocal and facial organs which mean words, and words mean ideas. No time is better to begin to train into this habit of nice observation than very early childhood. What does all our system of kindergarten, and object and illustrative teaching mean, if it does not mean just this? Teach a child two ways of gaining a thing—manual signs and lip signs, and he will not select and adopt that which will be of the most benefit to him, speech; but he will choose the easier, at the loss of all the facility he would obtain by the persistent,

constant and exclusive practice of the other. Just as wise, I think, are those parents, who do not take their children to any particular church, or teach them the moral right or wrong of any course of action; leaving them to choose as the conscience or intuition dictates as they grow older. The trouble is, that when it comes to selecting for themselves, the conscience itself, by which they could be guided, seems to be lacking, and the intuition left to run riot, will do so still. The ability to choose wisely belongs to "those, who by reason of use have their senses exercised to discern both good and evil."

I have given lessons in speech-reading to a number of adults, intelligent and well-informed people, who had become very hard of hearing. The few who persevered against all obstacles and difficulties and acquired a facility in the art, have told me time and again, that it was the most difficult thing that they had ever tried to learn, and their great regret has always been, that they had the habits of years to contend against, always exclaiming, "If I were only younger, I know, I could learn this so much easier!" More give it up in disgust or despair, than persevere. Is it strange, when so few adults undertake any new acquisition or accomplishment which requires indomitable and long continued practice? Of those who have been taught by the, so-called, "combined method" or allowed and encouraged to use signs; some that I have known, who settled down to life in an institution, where far the larger part of their associates are the sign taught deaf who do not talk at all, give up almost entirely trying to practice speech-



reading, and seem to forget what knowledge they had obtained of it; even in some cases, neglecting to talk themselves; or they accompany speech with the gesture language, so little do they go into general society. Others, who are obliged to mingle with the world at large, and seldom meet one of their kind, either deprive themselves of social intercourse or resort to the tablet, as a means of communication.

In a city, working side by side in the same shop, are two totally deaf men. Both became deaf at about the same age, eight or nine years, I think. One was educated at a school where the pupils were once taught exclusively by means of manual signs. The other man has been taught in an exclusively oral school. As far as can be ascertained, they are equally intelligent. I have questioned both parties and other workmen in the shop, carefully. The former is a very poor speech-reader, and seldom trusts himself to depend upon it in his every day intercourse, but uses a tablet most of the time. The other one mingles freely with all, talks fluently and reads speech with ease. He appears in every respect as though he heard, and has no marked peculiarities. I inquired particularly of one who knew both men intimately, which he thought had the advantage of the other, both from a business and a social point of view. He replied, "The one taught by the oral method most decidedly. It does not admit of a question among any of their associates."

Herein is another very astonishing thing. The great outcry all over the land, from almost every institution for the deaf in this country, is against irregularity of attendance,

and against the children leaving school when they have hardly had a fair start in their education. When once started in school, these children should be kept regularly and steadily there for a longer time, if possible, than hearing children. The teacher is the best judge as to their capacities, difficulties and the length of time that should be given to educate the deaf. They labor under many disadvantages all through life. For the uneducated deaf, life must indeed be hard and hopeless, to say the least, with little possibility of enjoyment. It should be our aim, and their parents aim, to lessen these disadvantages as effectually as possible, by giving them, at least, as liberal an education as the State provides, to render them self-supporting and capable of performing the duties and enjoying the privileges of life. The parents of the deaf do not consider sufficiently, that the loss of education is a serious hindrance to their advancement in life, socially, in business, in every respect; and more than that, renders them more liable to fall into idle and vicious habits.

Deaf children differ from hearing children only in their lack of one sense. Let us endeavor to make up this deficiency as much as possible by inducing them to attend a school adapted to their needs. There is the same difference in mental capacity, disposition, emotions, in short, they are very much like children in general; and should have the same intellectual and moral training. It is high time that every one realized that fact. Sometimes when people admit the truth of all this, there seems a fatality about their drifting into the same opinion still,—that there is something

"queer" or "strange" about the deaf. People will call our schools for the deaf "Asylums," and look upon their pupils or students as "inmates." In the past ages there was some excuse for this. Aristotle discouraged all effort to instruct the deaf-born, and Lucretius wrote: "To instruct the deaf, no art could reach, no care improve them and no wisdom teach." We read that Martin Luther was the first one to strenuously advocate the education of the deaf, but until the middle of the last century little effort had been made to instruct them or improve their condition. Braidwood, a Scotchman, and Heinecke, a German, did more at the start than any other two men to perfect the art of teaching the deaf-born to talk. Many of our educated deaf in this day and age fill places of high trust and responsibility in the civil service. There are clerks, farmers, artists, mechanics, business men and women of intelligence, industry and success. Some have risen to positions of credit and honor in the fine arts and literature. This success is due largely to the industrial training given in most of the institutions. We have no reason to be ashamed of some of the pupils that have gone out from our own school and are now in business; not alone as to business capacity and steadiness of habits, but also as to their ability to make a practical, everyday use of their attainments in speech-reading and articulation.

At the convention of the New York State Association of Deaf-Mutes, held in Syracuse, N. Y., in August last, the following was reported: "Those in attendance at this convention are principally graduates of the institutions of the

State and now engaged in the common battle of life. They can set a true value upon the education they have secured, and their suffrages would doubtless be unanimous in recommending that all now in school stay there as long as possible. The State is generous in the time allowed each pupil in the institutions, and faithful adherence to the course of instruction is necessary to a ripened graduation. But it is a lamentable fact that altogether too many pupils are withdrawn before they have completed a good half of the course, thus destroying their chances for a completed education. The usual excuse given is that parents wish to realize upon the immature labor of the pupils, but they forget that the power to command remunerative employment would be greatly enhanced by that part of the education they foolishly throw away. It is against such a pernicious practice that this association can and should take its strongest stand."

The convention unanimously passed the following resolution :

*Resolved*, that the practice of parents withdrawing pupils from schools for the deaf before the completion of their education is one that is so obviously unjust to the pupil that it calls for the severest censure of this Association.

Some of the Teachers have enjoyed the privilege during the year of visiting other schools. One spent two weeks at the Clarke Institution, Northampton, studying their ways and means. Another visited the Boston School. The Principal had the rare privilege over a year ago of attending the Eleventh National Convention of American Instruc-

tors of the Deaf held at the California Institution for the Deaf, Berkeley, Cal. In many respects this convention was the most remarkable gathering ever held. Over 250 members took part in its deliberations and discussions, and a valuable printed report of its proceedings has been issued for reference. The benefits derived from such a meeting of the many master minds in this special branch of education, the talks and comparisons of methods of teaching, to see how other teachers instruct; what new and original ways to get the pupils to learn, not to speak of the grand opportunity for travel and the royal welcome and lavish entertainment extended to us by the Sunset State, were worth years of monotonous plodding. It brightens and enthuses, makes the work seem more worth the doing, the results good for the aiming, and the success worthy of the strongest, most subtile intellect and lofty enthusiasm. No kind of teaching requires more whole-souled devotion and self-absorption, than this work of teaching the deaf.

I cannot close without urging the importance of doing all in our power as a State, in our appropriations, appointments and equipments to render our school a success, and one of the most beneficial and honored of its kind. Let not the lack of any needed additional outlay of means of any kind hinder or hamper its special purpose or render the work any the less efficient. Let it be said of our State through our school, with all due reverence. "He hath done all things well: he maketh both the deaf to hear, and the dumb to speak."

## GIFTS RECEIVED DURING THE YEAR 1887.

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*Rubbers, Shoes and Clothing.*—From the “Children’s Mission” connected with the First and Westminster Congregational Churches, “The Union Congregational Benevolent Society,” Mrs. Adnah Sackett, Mrs. George Holden, Mrs. Henry Billings, Miss Mabel Walker, Mrs. Taft, Mrs. P. H. Rose, Mrs. C. Le Gierse, Miss Mabel Richmond, Abby Woodley.

*Cards, Ornaments and Books.*—From Miss Aborn, Mrs. R. B. Hubbard and other Friends and Teachers.

*Cake, Ice Cream, Candy and Fruit.*—From Mrs. Albert Walker, Mrs. Geo. F. Woodley and Teachers.

*Specimens for Cabinet.*—From the Teachers and Pupils.

*Publications.*—“Nebraska Mute Journal,” from Nebraska Institution for the Deaf; “The Companion,” from Minnesota Institution; “Our Children’s School Journal,” from Western New York Institution; “Kentucky Deaf Mute,” from Kentucky Institution; “Maryland Bulletin,” from the Maryland School for the Deaf and Dumb; “Kansas Star,” from the Kansas Institution for the Education of the Deaf and Dumb; “Deaf Mute Index,” from Colorado Institution; “New Method for the Deaf,” from the Voice and Hearing School, Englewood, Ill.; “The Silent Observer,” from the Tennessee Institution; “Texas and Juvenile Ranger,” from Texas Deaf and Dumb Asylum; “The Voice,” from the Mississippi Institution for the Deaf; “The Register,” from Central New York Institution, Rome, N. Y.

*Reports.*—From most of the Schools for the Deaf.

*Periodicals provided for the School.*—For the Teachers: "The Annals for the Deaf," and "The Voice." For the Pupils: "The Youth's Companion," "Wide Awake," "Harper's Young People," "Our Little Men and Women," "Our Little Ones," "Baby Days." These tend to encourage and cultivate a taste for general and instructive reading. They are bound at the end of the year and make quite an addition to the School Library.

PRIZES OFFERED.

*Lippitt Fund.*—For best progress and improvement in Articulation, Speech-reading, Construction of Sentences, General Reading, Penmanship, Attendance and Deportment. Mary Holloway took the prize for Speech-reading; Alphonse Beauchesne, for Articulation; Joseph Provençal, for Construction of Sentences; Arthur Tucker, for General Reading; Joseph Slavin, for Penmanship; Lester Brownell, for Regular Attendance; Ernest Herzog, for Deportment.

## COURSE OF STUDY.

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### BEGINNING CLASS.

[FIRST YEAR.]

*First Term.*—Extending from the 1st Monday in September to the Christmas holidays.

#### I. Language.

##### 1. Articulation and speech reading.

*a.* Elements; all, if possible.

*b.* As soon as child has learned to utter the combinations that form words, such as the most familiar nouns and pronouns, explain or show what they signify. . Such words as *papa, mamma, I [eye], you, me, toe, shoe, thumb, mouth, tooth, fan, one, two, three, four, five, home, etc.*,—whatever comes easiest.

II. Writing—Always to supplement speech, except in very rare cases. Letters representing the elements and words when uttered, and figures on slates.

III. Calisthenics—Breathing, vocal and physical.

*Second Term.*—Extending from 1st Monday after New Year's to the latter part of March.



## I. Language.

## 1. Articulation and speech-reading.

a. Complete elements, with combinations. See charts.

b. Words: nouns and pronouns; names of familiar objects, persons, parts of body, articles of food, clothing, etc.

## II. Arithmetic.

## 1. Numerals and counting to 5.

## III. Writing.

## 1. As above.

## IV. Drawing.

## 1. Kindergarten tablets.

## V. Calisthenics; as above.

*Third Term.*—Extending from early April to first of July.

## I. Language.

## 1. Articulation and speech-reading.

a. Review elements. Thorough drill in combinations; be able to pronounce words at sight.

b. As above.

c. Commands—Such as, *come, go, look, watch, sit, stand, turn, pass, etc.*

d. Simple sentences and phrases, as "*I eat the apple, I eat bread, etc.; I hold the book; Bring me the cup; Good morning; Good bye, etc.*"

## II. Arithmetic.

## 1. Numerals and counting to 10.

## III. Writing.

## 1. Tracing Book, No. I.

## IV. Drawing.

## 1. As above.

## V. Calisthenics; as above.

## SECOND GRADE.

[SECOND YEAR.]

*First Term.*

## I. Language.

1. Articulation and speech-reading.
  - a. Drill on elements.
  - b, c, d. As above, with adjectives.
  - e. Colloquial phrases.

## II. Arithmetic.

1. Numerals and counting to 20.
2. Addition and Subtraction to 10.

## III. Writing.

1. Everything pupil can speak he is taught to write.
2. Copy Book, No. I.

## IV. Drawing.

1. Inventive; combinations of straight lines.

## V. Calisthenics; as above.

*Second Term.*

## I. Language.

1. Articulation and speech-reading.
  - a, b, c, d, e. As above.
  - f. Prepositions and verbs describing actions, commands, questions and answers.

## II. Arithmetic.

1. Numerals and counting.
2. Addition and Subtraction.

## III. Writing.

1. As above.
2. Copy Book, No. I.

## IV. Drawing.

1. As above.

## V. Calisthenics; as above.

*Third Term.*

## I. Language.

1. Articulation and speech-reading, as above.
2. Reading chart.

## II. Arithmetic.

1. Numerals and counting.
2. Addition and Subtraction.

## III. Writing.

1. As above.
2. Copy Book, No. I.

## IV. Drawing.

1. As above.

## V. Calisthenics; as above.

## THIRD GRADE.

## [THIRD YEAR.]

*First Term.*

## I. Language.

1. Articulation and speech-reading.
2. Reading chart.
3. Conversation, colloquial phrases, questions and answers; Hutton, to page 10.
4. Verbs; present, past and future.

## II. Arithmetic.

1. Barton's Language Lessons in Arithmetic, to lesson 6. (Text-books are used when we approve of their general plan. We do not confine ourselves closely to any one here named.)
2. Tables; Addition and Subtraction.

## III. Geography.

1. Place lessons; Map of Table-top.

## IV. Writing.

1. Copy Book, No. II.
2. Lessons in Note Books.

## V. Drawing.

1. Invented figures and combinations, formed from straight and curved lines.

## VI. Calisthenics; as above.

*Second Term.*

## I. Language.

1. Articulation and speech-reading.
2. Reading chart.
3. As above. Hutton, to page 18.
4. Verbs, etc., as above.

## II. Arithmetic.

1. Barton, to lesson 12.
2. Tables; Addition and Subtraction.

## III. Geography.

1. Map of School-room.

## IV. Writing.

1. Copy Book, No. II.
2. Lessons in Note Books.

## V. Drawing.

1. As above.

## VI. Calisthenics.

*Third Term.*

## I. Language.

1. Articulation and speech-reading.
2. Reading chart.
3. As above. Hutton, to page 21.
4. As above.

## II. Arithmetic.

1. Barton, to lesson 15.
2. Tables; Addition and Subtraction.

## III. Geography.

1. Map of School-room ; boundaries.

## IV. Writing.

1. Copy Book, No. III.
2. Lessons in Note Books.

## V. Drawing.

1. As above.

## VI. Calisthenics.

## FOURTH GRADE.

[FOURTH YEAR.]

*First Term.*

## I. Language.

1. Articulation and speech-reading.
2. As above. Hutton, to page 26.
3. Miss Sweet's Language Lessons No. I., to page 29 with changes of tenses.

## II. Arithmetic.

1. Barton, to lesson 18.
2. Practical; Addition, Subtraction and Multiplication.

## III. Geography.

1. Map of floor of school building, with boundaries.

## IV. Writing.

1. Copy Book, No. III.
2. Lessons in Note Books.

## V. Drawing.

1. Prang, Book No. I.

## VI. Calisthenics.

*Second Term.*

## I. Language.

1. Articulation and speech-reading.
2. Hutton, to page 31.
3. Sweet, No. I., as above, to page 60.
4. Reading Book; Parker & Marvel, No. I.

## II. Arithmetic.

1. Barton, to lesson 23.
2. Practical; Addition, Subtraction, Multiplication and Division.

## III. Geography.

1. Map of school building; boundaries.

## IV. Writing.

1. Copy Book, No. IV.
2. Lessons in Note Books.

## V. Drawing.

1. Prang, Book No. I.

## VI. Calisthenics.

*Third Term.*

## I. Language.

1. Articulation and speech-reading.
2. Hutton, to page 35.
3. Sweet, No. I., finish.
4. Parker & Marvel, No. I.

## II. Arithmetic.

1. Barton, to page 21.
2. Practical; Four fundamental principles.

## III. Geography.

1. Map of school-yard; boundaries.

## IV. Writing.

1. Copy Book, No. IV.
2. Lessons in Note Books.

## V. Drawing.

1. Book No. I.

## V. Calisthenics.

## FIFTH GRADE.

## [FIFTH YEAR.]

*First Term.*

## I. Language.

1. Hutton's Colloquial Phrases, to page 45.
2. Sweet's Lessons, No. II., to page 30.
3. Reader; Parker & Marvel, No. I., finish.
4. Descriptions of pictures.
5. Letter writing.

## II. Arithmetic.

1. Barton, to page 36.
2. Practical.

## III. Geography.

1. Map of city.

## IV. Writing.

1. Copy Book, No. IV.
2. Copying in Note Books, letters, etc.

## V. Drawing.

1. Book No. II.

## VI. Calisthenics.

*Second Term.*

## I. Language.

1. Hutton, to page 55.
2. Sweet, No. II., to page 60.
3. Parker & Marvel, No. II.
4. As above.
5. As above.

## II. Arithmetic.

1. Barton, to page 50.
2. Practical.

## III. Geography.

1. Map of county and State.

## IV. Writing.

1. Copy Book, No. IV.
2. As above.

## V. Drawing.

1. Book No. II.

## V. Calisthenics.

*Third Term.*

## I. Language.

1. Hutton, to page 65.
2. Sweet, No. II., to page 80.
3. Parker & Marvel, No. II.
4. As above.
5. As above.

## II. Arithmetic.

1. Barton, to page 60.
2. Practical.

## III. Geography.

1. Cornell's First Steps.
2. Map of New England States.



## IV. Writing.

1. Copy Book, No. V.
2. As above.

## V. Drawing.

1. Book No. II.

## VI. Calisthenics.

## SIXTH GRADE.

[SIXTH YEAR.]

*First Term.*

## I. Language.

1. Hutton.
2. Sweet, No. II., finish.
3. Parker & Marvel, No. II.
4. Powell's Language Series, Part I., to page 37.
5. As above. Journals.

## II. Arithmetic.

1. Barton, to page 80.
2. Practical.

## III. Geography.

1. Cornell; United States.

## IV. Writing.

1. Copy Book, No. V.
2. As above.

## V. Drawing.

1. Book No. III.

## VI. Calisthenics.

*Second Term.*

## I. Language.

1. Hutton.
2. Powell, Part I., to page 63.
3. Parker & Marvel, No. II., finish.

4. Journals, etc.
  5. Conversation and dialogues.
- II. Arithmetic.
1. Barton, to page 105.
  2. Practical.
- III. Geography.
1. Cornell, from page 3 to 23.
- IV. Writing.
1. Copy Book, No. V.
  2. As above.
- V. Drawing.
1. Book No. III.
- VI. Calisthenics.

*Third Term.*

- I. Language.
1. Hutton; finish.
  2. Powell, Part I., to page 80.
  3. Reading: Newspapers and magazines, and reproduction in pupils' own language.
  4. Journals, as above.
  5. Conversation and dialogues.
- II. Arithmetic.
1. Barton, 130.
  2. Practical.
- III. Geography.
1. Cornell, to page 41 and review.
- IV. Writing.
1. Copy Book, No. V.
  2. As above.
- V. Drawing.
1. Book No. III.
- VI. Calisthenics.

## SEVENTH GRADE.

[SEVENTH YEAR.]

*First Term.*

## I. Language.

1. Powell, Part I., to 105.
2. Readings, and talks of what is read.
3. Journals, composition.
4. Review of difficult words and phrases in sentence-making.
5. Conversation, dialogues, etc.

## II. Arithmetic.

1. Barton, to page 150.
2. Practical.

## III. Geography; Harper.

## IV. History; local.

## V. Physiology; Child's Book of Health, Blaisdell.

## VI. Writing.

## VII. Drawing.

## VIII. Calisthenics.

*Second Term.*

## I. Language.

1. Powell; Part I., to page 138.
- 2, 3, 4, 5. As above.
6. Powell; Part II.

## II. Arithmetic.

1. Barton.
2. Practical.

## III. Geography; Harper.

## IV. History; Goodrich, United States.

## V. Physiology, Blaisdell.

## VI. Writing.

VII. Drawing.

VIII. Calisthenics.

*Third Term.*

I. Language.

1. Powell, Part I., finish.

2, 3, 4, 5, 6. As above.

II. Arithmetic.

1, 2. As above.

III. Geography.

IV. History.

V. Physiology, Blaisdell.

VI. Writing.

VII. Drawing.

VIII. Calisthenics.

[Eighth Grade work to be filled out.]

## TO PARENTS OF DEAF CHILDREN.

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This school is for the benefit of children incapacitated through deafness, total or partial, for receiving proper instruction in common schools.

The aim of the school is to teach deaf children to use the English language with the spontaneity, correctness and enjoyment of *hearing* children, as far as this is practicable.

“Without language there can be no thought, no reason;” and as the highest aim of all instruction is the culture of the mental and moral nature in man, our first effort should be to furnish the deaf with a medium through which knowledge can be imparted and obtained. This can be done by signs, by the finger alphabet, and by speech. Our method is the latter, or oral method, by which the deaf can be educated and, at the same time, furnished with the usual and most convenient way of communication in society and in the world at large.

It is very desirable that deaf children be sent to school at as early an age as possible. A parent will be amply repaid for sending a child as young as five or six years, even at some inconvenience.

If a child who has learned to talk is made deaf by disease, he should immediately upon his recovery be sent to a school where his speech will be retained, and where he will be taught to understand from the lips. In such cases it is common to delay so long that serious loss of speech results.

Speech-reading is an invaluable acquisition for those who are semi-deaf or even hard of hearing, as well as for those congenitally or totally deaf.

Every effort should be made to encourage the child to retain the use of his voice. He should be taught to pronounce common words by watching the lip motion and facial expression, or by feeling the muscular action or the breath; but no attempt should be made to teach him *the names* of the letters of the alphabet.

The school hours are from 9 A. M. to 1 P. M. on every week day, except Saturday. Open to visitors on Fridays, from 10 to 12.

The next summer vacation will begin Friday, June 29, 1888. The school will re-open Monday, September 3, 1888. Tuition is free to residents of this State. Provision is made for defraying the travelling expenses of indigent pupils. Application for admission may be made to the Principal of the school, or to the Commissioner of Public Schools, 104 North Main Street, Providence, R. I.



THIRD ANNUAL REPORT

OF THE

STATE HOME AND SCHOOL FOR CHILDREN,

OF

RHODE ISLAND,

1887.





## REPORT OF SECRETARY.

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*To the State Board of Education :*

GENTLEMEN:—I have the honor to submit the Third Annual Report of the Financial Condition of the State Home and School, for the year 1887.

### APPROPRIATIONS.

The appropriations at the disposal of the Board stand as follows :

#### NEW BUILDINGS, ETC.

1887.	<i>Dr.</i>	<i>Cr.</i>
Jan. 1. By balance from old account....		\$13 85
May 6. By appropriation.....		\$10,000 00
Dec. 31. To payments upon order of the Board.....	\$4,668 00	

The New Cottage and Laundry, not being quite completed, the final payments thereon have not been made.

#### STATE HOME AND SCHOOL.

1887.	<i>Dr.</i>	<i>Cr.</i>
March 1. By appropriation.....		\$12,000 00
Dec. 31. By receipts.....		508 60
“ 31. To payments upon order of the Board.....	\$12,501 41	

## EXPENDITURES FOR THE YEAR.

*Improvements and Equipment.*

Repairs.....	\$1,542 54
The barn and all outbuildings have been put in thorough repair, the dining-room in the main-building has been renovated, a gate has been erected at the entrance to the grounds and the road widened and graded, besides many other minor improvements.	
Furnishing.....	\$814 50
For additional stock for the farm, also tools and other equipments; including a large platform scales.	
Sewers.....	\$38 11
In making connections with the new buildings.	
Steam and Water Supply.....	\$1,523 00
For enlargement of boiler-house and coal-room, an additional boiler and necessary piping, and improvement of the supply from the pond.	
Laundry.....	\$743 33
For new building.	
Cottage No. 3.....	\$2,220 00
Payments on contract.	
Gas Works.....	\$485 00
One 200 light Walworth Gas Machine, complete.	
<hr/>	
Total expenditures for permanent improvements.....	\$7,366 48

*Current Expenses.*

Salaries. (Including month of Dec., 1886.).....	\$4,975 96
This includes all sums paid for regular employees. (For list of employees see Superintendent's Report.)	
Current expenses of the School not including the Farm..	\$3,739 06
(For classified account see Superintendent's Report.)	
Farm expenses, including manure, seed, grain, etc. ....	\$971 92
Incidental expenses.....	129 38
<hr/>	
Current expenditures for 1887 .....	\$9,816 32
Permanent improvements and equipment.....	7,366 48
<hr/>	
Total expenditures.....	\$17,182 80

*Receipts.*

Total receipts from all sources.....	\$508 60
These have been paid into the treasury and credited to the support of the School.	

Respectfully submitted,

THOMAS B. STOCKWELL,

*Secretary.*

## REPORT OF SUPERINTENDENT.

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*To the State Board of Education :*

GENTLEMEN:—I have the honor to present to you the Third Annual Report of the State Home and School for the year ending December 31st, 1887.

The following is the list of the management and employees:

M. C. HEALEY.....	Superintendent.
MRS. S. A. HEALEY.....	Matron.
MISS EMMA H. DORSEY.....	Teacher.
MISS FRANCES P. DORSEY.....	Overseer Dining Rooms.
MISS MAY L. HASTINGS.....	Manager Cottage A.
MRS. MARIA K. FOSTER.....	Manager Cottage B.
MRS. LAURA A. JODOIN.....	Manager Cottage C.
MRS. LUCY CHIPMAN.....	Assistant Seamstress.
MRS. CAROLINE C. BROWN.....	Cook.
MRS. ELLEN O'CONNELL.....	Laundress.
MR. WILFRID JODOIN.....	Engineer and Shoemaker.
MR. WELCOME H. FOSTER.....	Farmer.
MR. EDWARD L. ANDREWS.....	Assistant Farmer.

## "A."

## SHOWING NUMBER OF CHILDREN.

Whole number received up to December 31st, 1887, —

Males.....	61
Females.....	23—84
Number in school, December 31st, 1887.....	—73

## SHOWING NUMBER FROM EACH TOWN OR CITY.

Coventry.....	1
Charlestown.....	1
Cranston.....	5
Little Compton.....	1
Exeter.....	1
Johnston.....	2
South Kingstown.....	2
Newport.....	3
Pawtucket.....	2
East Providence.....	2
Portsmouth.....	2
New Shoreham.....	1
State Almshouse.....	54
Westerly.....	1
Woonsocket.....	4
Warwick.....	2—84

## SHOWING WHERE BORN.

Rhode Island.....	66
Massachusetts.....	4
Connecticut.....	6
Foreign.....	8—84

## SHOWING AGE WHEN COMMITTED.

Two years and six months old .....	1
Three years old .....	4
Four       “ .....	7
Five       “ .....	11
Six       “ .....	9
Seven     “ .....	6
Eight     “ .....	9
Nine      “ .....	7
Ten       “ .....	10
Eleven    “ .....	8
Twelve    “ .....	7
Thirteen  “ .....	3
Fourteen  “ .....	2—84

## “B.”

## PRODUCTS OF FARM.

Sweet Corn—dozens .....	650
Tomatoes—bushels .....	10
Potatoes       “ .....	631
Beets for table use—bushels .....	30
Beets for cattle use,   “ .....	200
Onions               “ .....	338
Parsnips             “ .....	20
Peas                 “ .....	45
Beans                “ .....	33
Turnips             “ .....	118
Carrots             “ .....	30
Strawberries        “ .....	10
Cucumbers—bbls. ....	2
Apples             “ .....	25

Cabbages—heads.....	300
Lettuce       “.....	50
Eggs—dozen.....	101
Milk—lbs.....	37,750
Corn for fodder—tons.....	1
Oats       “       “.....	12
Hay       “       “.....	30
Calves.....	7

“C.”

## EXPENDITURES.

Groceries and Provisions.....	\$1,145 15
Fish and Meat.....	548 07
Farm.....	971 92
Fuel and Lights.....	851 62
Dry Goods, Clothing, &c.....	491 45
Hospital.....	212 54
Books, Stationery, &c.....	98 94
Furnishings.....	814 50
Construction and Permanent Repairs.....	1,157 53
Current Repairs.....	287 61
Miscellaneous Supplies.....	314 49
	<hr/>
	\$6,893 83

During the year just closed, we have proved, what has been so tenaciously held to, that with increased numbers, the rate per capita for each individual child, would compare favorably with any institution for juveniles. The actual expenses of maintenance the first year, when the number of children at the State Home and School was very small,



averaged \$250.00 for each child. Like expenses at the close of the third year averaged but \$163.00 for each child, which taken with the fact that the average age is under 7 years, (far too young to be of any material help) makes a showing that fears no criticism.

The School has increased both in numbers and character, and certainly is in a prosperous condition. The health of the children is remarkably good, and though we had some sickness, yet nothing serious, and there are no deaths to record. The hours for school, work, and play remain as usual.

The productions of the farm are given in detail in Table B.

Our improvements have been considerable, yet will not show to advantage until the new buildings are completed.

Excavating and ditching, together with our farm and general work, has made it a very busy year for us.

The holidays have been a source of much enjoyment, particularly Christmas. On that day we observed our festival in about the same order as last year, each child being bountifully remembered by the friends of the school.

We were much pleased with the kind remarks by Mr. A. B. Chace, Dr. Thomas J. Morgan and Mrs. Elizabeth B. Chace.

It is at such times that the children observe the attentions shown them.

It awakens in their minds thoughts of a better life, and tends to elevate them far above their former homes.

We wish to extend our thanks to many unknown to us, and in particular to Mrs. E. B. Chace, her friends in Valley

Falls, Central Falls and Pawtucket; to the Baptist Sunday School, of Warren; Dr. Annie Hunt, Miss Emma Davenport, the Fruit and Flower Mission, and Mr. H. A. Grimwood, of Providence; Mr. F. H. Gillis and Mrs. F. F. Wallace, of Clinton, Mass., for their generosity in money and gifts for our Christmas tree.

The School return thanks to the publishers of the *Howard Times*, and the *Home and School Visitor*.

It is with pleasure that I acknowledge the efficient services of those connected with me in charge of the School, and their faithful efforts to make it in truth a home for the children.

Gentlemen, I wish to express to you my sincere appreciation of your generous support and valuable suggestions, and as we commence our labors of the new year, may Heaven grant its blessings on our efforts to make good and useful men and women of the children entrusted to our care.

Respectfully submitted,

M. C. HEALEY,

*Sup't.*

STATE HOME AND SCHOOL,

PROVIDENCE, R. I., December 31st, 1887.



# REPORT.

## OF THE

### RHODE ISLAND SCHOOL OF DESIGN.

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*To the Honorable the State Board of Education :*

The tenth year of the School of Design shows a decided increase in its activity and importance.

The courses of study have been revised and better defined, so that each student can easily see and prepare for the work before him.

The custom of giving certificates to all scholars at the end of the terms reduced the value of them and has been discontinued. A certificate is given now only upon the completion of one of the regular courses and the preparation of a proper thesis.

There are 227 scholars enrolled in the school—of these 45 are in the day classes, 127 are in the evening classes, 55 are in the Saturday classes.

Of the whole number 105 are in the freehand department,

67 are in the mechanical department, 29 are in the children's department, 26 are in the teachers' department.

The general nature of the occupations of the students is shown in the following summary: 1 mason, 7 engravers, 3 silverworkers, 32 machinists, 4 jewellers, 5 carpenters, 3 die sinkers, 2 pattern makers, 2 chasers, 1 weaver, 1 teamer, 1 moulder, 16 clerks, 5 draughtsmen, 2 tool makers, 1 cabinet maker, 2 finishers, 9 wood engravers, 1 turner, 1 tin-smith, 2 laborers, 2 painters, 1 bank note engraver, 1 electro plater, 3 dress makers, 2 builders, 1 wool sorter, 4 teachers, 2 decorative painters, 1 upholsterer, 2 bookkeepers, 1 stenographer, 4 apprentices.

There are more applications for State scholarships than the appropriation will cover. We wish that the State could make all its scholarships for day scholars.

Day scholars are in school 4 hours a day, 5 days in the week. Evening scholars are in school 2 hours an evening, 3 evenings in the week. Even *bright* evening students lose much time in recalling points in work performed 48 or 72 hours previously. The day student, on the contrary, is not hampered by such effort of recollection and has time to do his work thoroughly, has more superintendence from his teacher and completes a course more satisfactorily to himself, with more credit to the school and is more of a producing factor in the State's material prosperity.

A few prizes have been given for work in the different departments and have been of great value in exciting the enthusiasm of the scholars.

A course of free lectures, by specialists outside of the

school, has been arranged for alternate Saturday evenings in the second term, and, if possible, will be continued as a part of the instruction.

Respectfully submitted,

Mrs. JESSE METCALF,  
GEO. D. BRIGGS,  
THOS. B. STOCKWELL,  
E. I. NICKERSON,  
HOWARD HOPPIN.

} *Board  
of  
Management.*

PROVIDENCE, Dec. 31, 1887.



SEVENTEENTH ANNUAL REPORT

OF THE

Board of Trustees of the State Normal School

OF

RHODE ISLAND,

**1887.**





# ORGANIZATION.

1886-87.

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**PRESIDENT:**

HIS EXCELLENCY, GOVERNOR JOHN W. DAVIS.

**VICE-PRESIDENT:**

HIS HONOR, LIEUTENANT-GOVERNOR SAMUEL R. HONEY.

**TREASURER:**

REV. WILLIAM N. ACKLEY.

**SECRETARY:**

THOMAS B. STOCKWELL.

**AUDITOR:**

REV. DANIEL LEACH.

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**COMMITTEES.**

QUALIFICATIONS—MESSRS. LEACH, MCFEE, CROSS, LITTLEFIELD AND STOCKWELL.

SUPPLIES—MESSRS. LEACH, CROSS AND ADAMS.

MILEAGE—MESSRS. CROSS AND STOCKWELL.

AUDIT—MESSRS. MCFEE AND ADAMS.

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**BOARD OF EXAMINERS.**

REV. S. H. WEBB, . . . . .	Providence County.
FRED. SHERMAN, . . . . .	“ “
JOHN J. ARNOLD, . . . . .	Kent County.
REV. W. M. CHAPIN, . . . . .	Bristol County.
REV. WARREN RANDOLPH, D. D., . . . . .	Newport County.
W. C. BAKER, . . . . .	Washington County.



# REPORT.

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*To the Honorable the General Assembly of the State of Rhode Island :*

The Trustees of the State Normal School respectfully present their Seventeenth Annual Report.

While the atmosphere of the home and of society are vital factors in education, the burden of our work as public educators must devolve upon the army of teachers having charge of the daily school work. The more thoughtful the appreciation of our school work by the public the more positive will be the demand for skilled labor. The whole trend of society in reference to professional training in the various branches of activity is daily emphasizing the necessity for like professional skill on the part of our teachers and incidentally demonstrating the necessity for the work of Normal Schools. The Board confidently feel that the professional training offered in our Normal School, in its intelligent breadth, its tendency to guide the native talent of the student in practical directions without moulding it after a single type, in the strong and healthful moral force there developed, is nobly fulfilling its purpose. The esteem

in which teachers who have had normal training are held throughout the State is evidenced by the growing demand for them. During the past few months there has been a call for more than even the large number graduated the past year. It was found impossible to supply the demand for normal teachers within the State at the opening of the schools in the fall. This fact not only attests the intelligent appreciation of skilled laborers in the department of education on the part of the people of the State, but is indirectly an indication of confidence in the kind of training offered in our Normal School. Only that technical training which is found upon trial to furnish practical and efficient workmen, more able than others to adapt their skill to the varying needs of each locality can command the lasting confidence of the people. Your Trustees confidently believe that the corps of instructors under whom our teachers are trained, are keenly alive to the necessity for breadth of vision in this work, and that instead of studying their methods from the standpoint of *theory* alone, they seek to take that wise, practical view of education which is only possible to those who have observed largely and have secured a very exact knowledge of the needs of society.

With the generous appropriation your Honorable Body made at the last session, the Trustees have been able to make repairs and improvements upon the school building greatly needed for its proper preservation and usefulness. A new steam heating apparatus has been purchased, which is working very successfully and giving an atmosphere to the rooms much more in keeping with the demands of

health. The roof has been thoroughly repaired and newly painted. New floors have been laid in the laboratory. The ceilings of the study hall and corridors have been kalsomined in a neat manner and the walls have been painted. Two new book-cases have been added to the furniture, and the blackboards have been put in thorough repair.

Some changes have occurred during the year in the corps of teachers. Miss Lerria Tarbell, after a period of faithful and conscientious service, resigned her position much to the regret of the Board. Her place was taken by Miss Anna M. Wickes, who was not able to remain after the close of the first term. Miss Clara M. Colcord, a graduate of the Massachusetts Normal Art School and of the Salem Normal School, and a teacher of experience, was engaged in the autumn, and is giving excellent satisfaction. She has charge of the work in *drawing* more especially, and is presenting the subject in a manner so practical and so well adapted to the needs of the public schools, that our graduates will be well furnished for this part of their work. The question of drawing is receiving wider attention every day, and the Board firmly believe, in view of the very diversified industries of the present and the larger possibilities suggested as to the near future, that this branch should receive a due share of attention and have its full place in the curriculum of our Normal School. While the teachers of this school are laboring assiduously and effectively applying the instrumentalities at their disposal, it is to be hoped that the State may be able at an early day to provide additional accommodations. It will also materially increase

the efficiency of our normal training if provision can be made whereby all the students may during their course have an opportunity for practical work in the training of children under the eye and advice of their instructors.

The Board would, therefore, reiterate their conviction, expressed in other reports, that our Normal School will not be thoroughly equipped till some provision is made whereby those passing through their course of professional training, may have the privilege of testing their skill in teaching with such classes as they will have in the actual work of the school-room. This plan has been tried with success in other States, and it has been found that the schools thus placed in charge of the normal teachers and in which the normal students have assisted, have accomplished results second to none shown by other schools. Such schools, when tried, have commended themselves to the parents.

There is scarcely any place where provisions for our educational work can so multiply their influence for the good of society as in our Normal School. Whatever skill is here given to the future teachers will become widely operative for good as the graduates go abroad into the various towns and apply their technical training to the public school work.

The Board, in closing this Report, desire to emphasize their conviction that our Normal School, in the hands of our skilled and faithful corps of teachers, is giving a training worthy of the full confidence of the people at large,—a training both thorough and practical, shaped by a clear conception of the life to which our graduates must minister.

The Reports of the Principal, Thomas J. Morgan, will give explicit information with reference to the inner workings of the School.

Respectfully submitted,

JOHN W. DAVIS,  
SAMUEL R. HONEY,  
WM. N. ACKLEY,  
FRANK E. McFEE,  
DANIEL LEACH,  
DWIGHT R. ADAMS,  
SAMUEL H. CROSS,  
GEORGE A. LITTLEFIELD,  
THOMAS B. STOCKWELL.

PROVIDENCE, Dec. 31, 1887.





# REPORT

OF THE

## Board of Examiners of the State Normal School.

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*To the Trustees of the State Normal School:*

The Examiners for the current year offer the following report of their doings, together with certain suggestions growing out of what they have seen and heard during that period. They met as a body at the school building, on January 20th, 1887, and organized by the choice of Fred Sherman, as Chairman, and Wm. C. Baker, as Secretary. They visited the several departments of the School at that time, listened to the recitations in progress, and inspected to a certain limited extent the character and quality of the work to be done. They have from time to time made other visits and have endeavored to see what was doing, how it is done, and what, if anything, is needed to increase the efficiency of the institution, or may be dispensed with as unnecessary. Consultation with the principal, not only as to what he is doing with the teachers and the agencies at his command, but also as to what he would like to do

and would be able to do with increased facilities, supplemented and emphasized by personal inspection and a comparison as careful as possible of this institution with some others of a like design and purpose, have led to the following conclusions:—The School is doing a good, a necessary and an adequately successful work; the time has gone by for questioning or discussing the first two qualifications; the third is the result only of limited accommodations, restricted facilities and a lack of certain essentials that ought to be furnished at once, if the Normal School is to be what its name implies, a place of preparation and training for successful teaching in the public schools of our State.

It is rather tame work for one young woman, in attempting to learn what she should do, and how, with a class of small children, to ask several other young women her equals, perhaps more than equals, in years, to play that they are for the time being such a class of small children. Yet this is what now has to be done, for the class of little ones is not at hand, nor can it be until a place is provided for its care and accommodation. It is rather unpleasant and ought to be unnecessary for one hundred and fifty or more young women to have and to use as a cloak and dressing-room a place not large enough for half that number, and with very cramped and imperfect arrangements and conveniences. Yet this is what they now are compelled to do. What is needed, in order that the Normal School may do its proper and natural work fully and successfully, and with honor and profit to our State, is more room. Probably this cannot be had in the present location and building. Logically

then a new one should be sought, at as early a day as circumstances, financial and otherwise will warrant; and, which should have in addition to what is now available, ample and suitable cloak and dressing-rooms for young women, a larger and healthful (not damp) chemical, as well as a physical, laboratory, if possible a gymnasium for securing the strong body and preserving it, (an absolutely indispensable qualification for a good teacher,) and above all things, room enough for the establishment and maintenance of a kindergarten and a training school for the work of teaching itself. Experience shows beyond doubt that the children needed successfully to keep the latter in operation will be willingly and gladly sent by their parents just as soon as opportunity presents itself. With rooms fitted and adapted to a graded series of schools beginning with the kindergarten and going on and up through a regularly progressive order to the grammar grade, each room or each department being under the watchful care and inspection of a trained critic while the routine work of teaching shall be performed by the Normal pupils, who now to get any practice at all, are forced almost to "play baby" and practice upon each other, there would be given to those who hereafter are to be teachers preliminary trial, preparation and experience such as they ought to have, but, not able to get it in the Normal School, are now compelled to obtain only after graduation and entrance upon the actual work of instruction in the public schools. We have neither time nor space to elaborate this idea and give its details, but they are readily obtainable. We therefore most earnestly urge upon your atten-

tion the imperative need of new, improved and *larger* accommodations for the State Normal School. Principal, teachers and pupils are doing their best and making the most of what they have to use. But the State is entitled to something far better and more valuable. Shall it not have it, and that soon?

One other suggestion. We have inspected a good deal during the year. We have examined, in the technical and exact sense of that word, not at all. Would it not be better and more appropriate, as well as more accurate, to call our successors a Board of Inspectors, (as they will be,) and not of Examiners (as they are not)? It would also seem to be worth while to define somewhat more accurately and exactly than has yet been done, just what line of duty the Board is expected to pursue, what particular work is properly before them for investigation, for criticism, for inspection or for theorizing, or to fix upon and establish certain metes and bounds within which, if that be thought proper, they may be at liberty to exercise their own discretion in discharging the weighty responsibilities of so important a trust as a duly organized and properly constituted "Board" ought always to be.

FRED. SHERMAN,

*Chairman.*

WILLIAM C. BAKER,

*Secretary.*

SEMI-ANNUAL REPORT  
OF THE  
PRINCIPAL OF THE STATE NORMAL SCHOOL.

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*To the Board of Trustees of the State Normal School:*

GENTLEMEN:—I have the honor to submit this Semi-annual Report. The term now in progress has been one of exceptional prosperity, with little to mar or interrupt its work.

THE FACULTY.

Miss Lerria Tarbell, who has taught for three terms very satisfactorily to all concerned, has felt constrained for personal reasons to tender her resignation, to take effect at the close of the present term. I regret greatly to lose her services. The respect and best wishes of her associates will go with her.

THE STUDENTS.

The total number of students in attendance during the term has been 137. We have desks in Normal Hall for only 125, so we have been obliged to assign to a number

seats at tables. From present indications I think that the attendance next term will be even greater than at present, it is therefore desirable to provide additional desks. The number of new students that entered in September was 51. Of these 23 were graduates of six High Schools, 11 from Providence.

#### PREPARATION.

We are obliged each term to reject several for lack of suitable preparation. It does not seem to be understood that those who apply for admission to the Normal School are expected to be able to pass a satisfactory examination in the common branches, viz.: Reading, writing, spelling, arithmetic, grammar, geography and history. These studies are pursued in all the country schools, and no students are admitted to the Normal under sixteen years of age. It would seem, therefore, that if competent teachers are employed and faithful work is done at the country schools, there should be no reason why applicants for admission should be unable to pass our entrance examinations. The faithful attendance, devotion to duty, industry and docility of the pupils have been all that could be desired. A more earnest, conscientious set of students I have never seen. It is a pleasure to teach them, a privilege to work with them. The people of Rhode Island are to be congratulated on having such persons to be the future teachers of her public schools. The discipline of the school requires the least possible time and care.

Occasionally a student is found who is lacking in definite

purpose, in power of application, in ability to learn, in aptness to teach, in physical strength, or in those elements of moral character requisite in a teacher. In such cases I have not hesitated to privately advise these students to withdraw from the school. The utmost care is taken to avoid doing injustice, and it is thought safer to err on the side of leniency and forbearance, than on that of severity. But the State Normal School is neither a hospital, a reformatory, nor a school for the feeble minded. Those who are to teach should be neither imbeciles nor invalids, but should be those selected from the strongest, wisest, and best youths of the State. Nevertheless some that we send away as unworthy or incompetent, find employment as teachers.

#### THE COURSE OF STUDY.

The course of study of one year arranged for graduates of approved High Schools has proved very satisfactory, and many are availing themselves of the advantages thus offered, who would not have come if they had been required to remain for two years. Those who are strong, well prepared and faithful, complete the prescribed course in the time assigned for it, others find it necessary to prolong it somewhat. Some of these high school graduates have not been trained to think. They have simply memorized the text book. Consequently, when required to do their work independently they are unable to accomplish it.

The regular course of three years for those who have not had a High School education meets the wants of a large number. Those who come with a good preparation can,



under the favorable circumstances, finish the course in that length of time, and if they have natural aptitude they make acceptable teachers. Most of this class of students feel that three years is as long as they can afford to remain.

Some who enter young, some who have had inadequate preparation, others who in their daily coming and going are obliged to travel long distances in the cars, others who have home duties that interfere with their studies, and still others who have to teach evening schools in order to support themselves, find it needful to spend four years to complete the present course satisfactorily. It does not seem desirable to add anything to the present requirements of these classes of students.

But there is a considerable number who cannot attend High Schools, who have time and talent, and who would gladly spend more time and take additional studies in the Normal School. They desire a broader culture and are anxious to fit themselves for a higher order of teaching. It seems to me desirable to offer to such the opportunity of a higher course. This "advance course" could very profitably include elementary Latin, and advanced work in English, mathematics and the natural sciences. There has been for some time quite an urgent call for Latin. Provision should be made to meet this demand, not with the view of fitting students for college, for that is not the business of a Normal School, but as a help in mastering the English language.

If your body will authorize the employment of another teacher, this advanced course can be organized, and the

usefulness of the school greatly increased. Similar courses are already in successful operation in many of the best Normal Schools in the country.

#### A NEW BUILDING.

I should not be faithful to my trust if I did not call your attention to the fact that the present building is inadequate for the purpose of such a Normal School as Rhode Island could and ought to have. The prosperous school has outgrown its accommodations.

Our recitation rooms are too small. We have no physical laboratory and we need a reading room and library, as well as a gymnasium, a lunch room, and a practice school. All of our students are in the habit of bringing their lunches, and yet we have no place in which they can be eaten, except in the recitation rooms. The present building has served a good purpose, and is in many respects convenient and attractive. Good work has been done in it, and can still be done, but it is a question well worthy of serious consideration, whether a new and modern building, such as have been provided for so many other Normal Schools, should not be erected at no distant day. The school interests of Rhode Island are second to no other.

The prosperity of the schools is dependent almost wholly upon the character and preparation of the teachers. Normal training is now recognized as essential to the highest efficiency of the teacher. Rhode Island has but one Normal School, and can well afford to equip it properly so that it can accomplish the very best work. Those of us who are

teaching are desirous to do the utmost we can in fitting these hundreds of young men and women for doing thoroughly good work. We can do much with our present facilities. With no greater labor we could do much more if we had a better building such as other Normal Schools have, and more adequate facilities for doing our work.

The relation between the Normal School and the city schools is most satisfactory. An increasing number of the graduates of the High School take a Normal course. I believe the time has come when a building could be erected jointly by the city and the State, which would accommodate the Normal School and also a city public school of kindergarten, primary and intermediate grades which should serve as a school of observation and practice for the students of the Normal School. Such an arrangement would put it among the best institutions of its kind. There is no reason why it should be second to any in the world. The compactness of our State, the facilities for reaching the school, the wealth and intelligence of our people, all would seem to demand here in Providence a Normal School of exceptional excellence. We have a good school, we might have a better one.

I beg to renew my expressions of appreciation of the uniform courtesy extended by you and your able Secretary to me and my associates.

## PRINCIPAL'S ADDRESS.

*Members of the Thirtieth Graduating Class:*

The subject to which you have given much special attention is that of the primary school. You have thought and talked of the little ones, their first days at school, their first impressions, and their first lessons. The subject is one of fascinating interest, and of the weightiest moment. I cannot do better, perhaps, in these last words to you as a class, than to deepen the impression already made in your minds on this great subject, by suggesting some foundation thoughts.

1. That which underlies all else is the thought that the primary teacher has to do with living souls. The school-room is a place of life, not death, of growth from within, and all your methods and processes are to be governed by this one supreme fact. Life has its own laws, and asserts itself in its own way. A sculptor may evoke from the marble whatsoever form he wills, because the marble is passive. The teacher is not a sculptor; he does not deal with matter, he deals with mind. He cannot shape mind as he will, but must conform to the laws of its development. He stands in the presence of a mighty force which he may hinder indeed, but which he cannot radically change and make other than it is. Every child by virtue of its birthright is the peer of the teacher. To educate it, he must study it. The soul is not clay to be moulded, wax to be stamped, paper to be written on, a vessel to be filled, nor even a diamond to be polished. It is a living force to be nurtured, trained, developed. It demands opportunity, conditions of growth, favorable environment. Foster the growth of these living souls.

2. A second thought is you have to do with free beings. In the primary school especially, where children seem so helpless, so plastic, so completely at the mercy of the master, we need to be on our guard lest we attempt to play the despot. We are not to rule absolutely, but to preside. Where there is life, there must be liberty. Every-

thing that the teacher does for the education of the child is conditioned upon the child's will. If the child does not choose to learn, the teacher's work is vain. Compulsion is without efficacy unless it issue in choice. Spontaneity is an invariable accompaniment of life, and should, as far as possible, characterize every school-room. Frost is not more destructive of the bursting bud, than arbitrary repression is of the growing mind. Let liberty have its proper place.

3. The spirit of the primary school should be a spirit of love. What sunshine is to the garden, love is to the school-room. Lichens will grow on rocks, and stunted oaks are found in high latitudes; some hardy flowers may bloom even in the snow. But luxuriance of vegetation, rich fruits, and golden harvests are the products of warmer climates. That which is noblest, sweetest, best in a child's life is evoked by sympathy, gentleness, patience. The primary school needs a summer climate. It is only as we enter into closest relationship with the child heart, that we reach and move that delicate and yet mighty engine, the child's will. Whom the child loves he obeys. Fear degrades, paralyzes, dwarfs; love ennobles, quickens, makes grand. The child that loves truth, beauty, goodness, strives for them, and by the striving becomes good and beautiful and true. Let love reign.

4. But I would not be understood to favor lawlessness. The primary school must be a place of law. What I plead for is that the law may be rational and not arbitrary. The principle of loyalty is deeply imbedded in the human soul. Man from his very nature is an obedient animal. While he craves liberty, he heartily concedes homage. The child loves order, system, rule, and submits easily and happily if wisely managed. There must in every school be rules and regulations, laws and penalties, restraint, discipline, government. But it should be such government as is consonant with the highest welfare of the child and the deepest demands of his nature. The laws of the school-room should be only such as are necessitated by the nature of the case; they should be founded on justice, enforced by wise penalties, and administered in loving firmness. The child's

obedience should seem to spring from within. The law should as far as possible be self-imposed. What is most desired is not obedience, but loyalty. Servile obedience is degrading, whether in child or man. School discipline is not designed to foster obedience for its own sake. But loyalty, a glad, free subjection to law, is ennobling. The soul can never outgrow the need of loyalty. The school should seek to cultivate this spirit. A child loyal to truth, to duty, to conscience, will be loyal to the State and to God. Cultivate loyalty.

The primary teacher who enters the school with this high ideal of the nature of the work, realizing the forces to be dealt with, the ends to be aimed at, the methods to be employed, the spirit to be cultivated, will find the school-room an enchanting place, and the work there full of inspiration. Each day will bring its own reward, and each trial will have its compensation. To witness the young minds growing in power to know, to feel, and to do, and, under the sweet influences of liberty, law, love and kindly guidance, becoming wise, strong and good, will be a sight ever new, beautiful and glorious. Let these be your foundation words—life, liberty, love, loyalty.

I know I voice the sentiment of every member of the Faculty and of each one of your schoolmates when I bid you God speed in your work, and bespeak for you success and happiness.

THOMAS J. MORGAN,

*Principal.*



ANNUAL REPORT  
OF THE  
PRINCIPAL OF THE STATE NORMAL SCHOOL.

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*To the Board of Trustees :*

GENTLEMEN:—I have the honor to submit the Sixteenth Annual Report of the Rhode Island State Normal School. The attendance during the year has been 150. The number of new students enrolled for the year has been 72; grand total 1105.

Twelve students graduated in January, and twenty-seven are to graduate July 1st, making a total for the year of thirty-nine, and a grand total since the school was organized of 405. A large proportion of these have taught in the State. According to the report of the Commissioner of Public Schools for 1886, out of a total of 1275 different teachers who were employed last year 327, or over 25 per cent., were Normal graduates. Not all of them to be sure were graduates of this Normal School, for we have drawn from other States, and they in turn from us. A very large proportion of the teachers employed in the rural districts are persons who, though not graduates, have pursued their



studies for a longer or shorter time in this institution. I think it is not extravagant to say that the beneficial influence of the Normal School is felt directly or indirectly in every school district in the State.

During the three and a half years that I have been at the head of the school I have travelled in every part of the State, have assisted in the dedication of seven new school houses, and in conducting numerous Institutes. I have visited extensively among the schools, have met almost all the teachers, many school officers, and thousands of the citizens. I have endeavored to make myself acquainted with the actual condition of the schools with a view of seeing more clearly the real and possible relations of the Normal to the schools of the State. As the representative of the school, I have everywhere been treated with the greatest respect, and have found it held in the highest esteem. Under the efficient superintendence of Commissioner Stockwell the schools of the State are making very satisfactory progress. In the cities under Superintendents Tarbell, Littlefield and Pease there is constant improvement. From all these the Normal School receives cordial recognition as an efficient factor.

In order that it may be still more hopeful in the good cause of elevating to intelligent and virtuous manhood and womanhood, and preparing for honorable citizenship the 60,000 youth of school age in our State, I think these things are desirable:

First. That all candidates for the profession of teaching should be advised to fit themselves for the work by a course

of normal training. Those who, in addition to a course of academic study, whether in common school, High School, academy or college, have studied the philosophy of education and the theory and art of teaching should, other things being equal, always have the preference when teachers are to be employed.

Second. The minimum of wages in country districts should be \$10 per week for at least thirty-six weeks per year. If students could be assured steady employment at this rate there would soon be a sufficient number of well-qualified teachers for all country schools.

Third. The efficiency of their work would in many cases be greatly increased by lessening the number of pupils. No teacher can do the best kind of work where there are more than thirty or forty children. It is not uncommon to find schools where one teacher has sixty or more pupils. This makes it impossible to give that personal attention to each one without which the most satisfactory progress cannot be made.

Fourth. In many schools there is still a lack of apparatus, and of reference books. These are to the teacher what tools are to a carpenter. We might as well expect a farmer to plough with a hoe or reap with a jack knife as to ask a teacher to do the best work with no apparatus or no books.

A poor teacher is a poor teacher anywhere, while a good teacher will succeed, under very trying circumstances, in doing excellent work, but the efficiency of an able teacher is vastly increased by favorable conditions for work. Special stress is laid in Normal Schools on the multiplication



of the teacher's power by the use of school appliances. One of our pupils now teaching told me that "the only apparatus she had in her school was about a third part of Webster's Dictionary." This reminds me of Dick Swiveller's lament on finding that during his sickness all his clothes had been pawned for medicine, and he had "not even an umbrella in case of a fire."

The devotion of the pupils to their work from the sheer love of it renders the labors of the teachers in the Normal School particularly agreeable.

I wish again to put on record my hearty appreciation of the earnest, efficient, and cordial co-operation of all my colleagues, the uniform courtesy of the Board of Trustees, and the ever ready help of your Secretary.

#### PRINCIPAL'S ADDRESS.

Members of the thirty-first Graduating Class. Your teachers look with special pride upon you to-day because of your number, your ability, your faithfulness and your promise. You have done well in the past, and for that we heartily thank you. We expect very much of you in the future, and in order that you may know what our hopes are, I will briefly enumerate some of the things which we hope you will do.

We expect you to continue to be students of pedagogy. During your connection with the Normal School your attention has been directed to this subject, you have worked faithfully and successfully, and have made a good beginning. But all that we have aimed to do has been to open the matter before you, give you a clue to it, awaken an interest in it, suggest books and plans of study, point out some of its practical bearings, and acquaint you with some of its elementary truths. We think that most of you are now prepared to begin for

yourself an extended, systematic, thorough investigation of this great subject. Pedagogy is a philosophical science. It rests upon definitions and first principles. Its parts are correlated, and mutually dependent. Its laws can be formulated, its conclusions verified, its principles admit of exact application, and their results can be anticipated with a large degree of certainty and precision. But the data for the science must be gathered from many and widely diverse fields. Pedagogy is the science of developing the human soul to its highest degree by means of teaching. It involves, therefore, a knowledge of man in his entirety. Not merely psychology, and physiology, but anthropology, history, logic, rhetoric, literature, sociology, every science or branch of knowledge which throws light upon man in any of his relations, stages of development or activities is drawn upon for its contribution to the science of pedagogy. Nothing which concerns man is foreign to this science. A careful reading of books which treat of these various subjects, a critical observation of men in the ordinary walks of life, a perusal of the daily papers, a careful study of the children under your care, in their ordinary work and in their play, noting their methods, scrutinizing their motives, and withal a searching analysis of the working of your own minds, and the action of your own wills, will furnish an ever-increasing store of fresh and interesting facts that must find a place in any comprehensive scheme of education that seeks to make the most of each human soul whose destiny is committed to your care. These facts are to be sifted, analyzed, compared, and from them, by a painstaking induction, you are to reach your own conclusions. Facts you may gain from others, the philosophy must be your own. This is no easy matter. It cannot be done without labor, and it requires time. I believe that you are prepared to do this kind of work, and we shall be disappointed when you return to us year by year, if we do not find you still enthusiastic students of that science which Rosenkranz has taught you to love.

Again—we expect you to be progressive. Our work has been that of seed sowing. You have taken into willing and receptive minds

great germinal truths, which are to grow and bear rich fruitage. At first your work will not satisfy you, it will fall far short of your ideals; often it will bitterly disappoint you. The principles you have learned will not seem to apply, your methods will not work, children will not conform to your notions of psychology, your apparatus will not seem to fit, and you will be in despair. Let me say for your encouragement that the most hopeless cases we send out are those who do their best work in their first school. Imitators may do well at the start, but they never do any better. Those who do independent work, who elaborate their own methods, who work not by rule but according to principle, learning from their failures, adapting their work to the conditions of their schools and the idiosyncracies of their pupils, who test everything by experience, verify all their hypotheses and modify their philosophy to conform to facts as they find them, those who blend profound philosophy with practical good sense—these grow, and become better teachers with each succeeding year. Solid reputation is of slow growth, and if in ten years you establish a reputation as successful teachers we shall be entirely satisfied. Read and reflect, study books and minds, let your philosophy be practical, and your practice philosophical. Investigate with the humility of those who think they know nothing, opening your ears to hear all voices. But execute your matured plans with the confidence of those who, feeling no misgivings of their philosophy, have confidence in themselves and faith in human nature. In your studies be teachable as children; in your work be fearless as warriors. Thus will you grow in knowledge, wisdom and skill. Those whom you teach will feel the quickening influence of your presence, catch your enthusiasm for truth, imitate your methods of work, imbibe your philosophy of life, and take on the stamp of your character. Your services will be in demand, your labors rewarded, your own self-respect satisfied, and your teachers, tithing your success, will grow rich in honors and find the reward of their labors.

THOMAS J. MORGAN,

*Principal.*

REPORT  
OF THE  
COMMISSIONER OF PUBLIC SCHOOLS,  
OF  
RHODE ISLAND,  
1887.



# State of Rhode Island and Providence Plantations.

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## DEPARTMENT OF PUBLIC INSTRUCTION.

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TO THE HONORABLE THE STATE BOARD OF EDUCATION:

GENTLEMEN:—In accordance with law, I hereby submit the Forty-third Annual Report of the Commissioner of Public Schools for the school year ending April 30, 1887.

Respectfully,

THOMAS B. STOCKWELL,

*Commissioner of Public Schools.*

PROVIDENCE, R. I.,

December 31, 1887.





# REPORT.

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The criticism is sometimes made upon statistical reports, that they can be made to prove anything. Of some statistics that may be a fair estimate, but I am sure that those contained in this report are not capable of such perversion. At least, the figures here given, if taken as they are given, and viewed in their proper relation cannot lead one very far astray in his conclusions. It is not claimed that they are absolutely accurate, but that they are reasonably so and that the truths they illustrate and enforce are practically reliable and worthy of our attention.

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## A SUMMARY OF STATISTICS.

*School Year ending April 30, 1887.*

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### TOWNS AND COUNTIES.

Number of towns in	Rhode Island.....	36
“	“ Providence County.....	15
“	“ Newport “ .....	7
“	“ Washington “ .....	7
“	“ Kent “ .....	4
“	“ Bristol “ .....	3

## (SCHOOL CENSUS, JANUARY, 1887.

Whole number enumerated, from 5 to 15 years inclusive.....	63,199
Increase from last year.....	1,512
Number reported as attending Public Schools.....	42,798
Increase.....	874
Number reported as attending Catholic Schools.....	6,852
Increase.....	272
Number reported as attending Select Schools.....	1,745
Increase.....	7
Number reported as not attending any school.....	11,804
Increase.....	359
Number reported as attending some school, less than the time required by law, viz., 12 weeks.....	1,614
Increase.....	72
Per cent. of those attending any school, to whole school popu- lation.....	81 $\frac{8}{10}$
Decrease.....	$\frac{1}{10}$ of one per cent.
Per cent. of those attending any school less than 12 weeks, to whole school population.....	2 $\frac{8}{10}$ per cent.
Increase.....	$\frac{1}{10}$ of one per cent.
* Per cent. of those attending any school who have attended less than 12 weeks.....	3 $\frac{1}{10}$
Number 7 years of age and under 15 who have not attended any school.....	4,231
Increase.....	293
Number 7 years of age and under 15 who have attended school less than 12 weeks.....	730
Increase.....	43

\* Same.

## PUBLIC SCHOOLS, SCHOOL YEAR ENDING APRIL 30, 1887.

## DAY SCHOOLS.

*Registration and Attendance.*

Number of different pupils enrolled .....	49,507
Increase from last year.....	1,625
Average number belonging .....	35,970
Decrease.....	70
Average attendance.....	32,632
Decrease.....	391
Aggregate number of months' attendance of all the pupils....	317,613
Decrease.....	4,114
Per cent. of average attendance to whole number of different pupils enrolled.....	65 $\frac{2}{10}$
Decrease.....	4 $\frac{1}{10}$

NOTE.—*Re-enrollments*.—3,697 pupils are reported as having during this year been registered in more than one school in the same town, and 1,430 as having been registered in more than one town in the State during the year. Total number of re-enrollments reported and deducted this year, 5,127. Decrease, 287.

*Schools and Length of School Year.*

Number of graded schools.....	641
Increase from last year.....	32
Number of ungraded schools.....	282
Decrease.....	7
Total number of schools.....	923
Increase.....	25
Aggregate length of schools.....	8,757 months, 6 days.
Increase.....	235 “ 3 “
* Average length schools.....	9 “ 10 “

\* Same as last year.

*Teachers and Teachers' Wages.*

Number of different persons employed as teachers during the year:

Males.....	190
Increase from last year.....	18
Females.....	1,120
Increase.....	17
Total.....	1,310
Increase.....	35
Number of changes in teachers from report of last year.....	371
Decrease.....	7
Number of teachers necessary to supply the schools.....	1,083
Increase.....	40
Number of pupils to a teacher per average belonging.....	33
Decrease.....	2
Amount paid teachers.....	\$506,105.27
Increase.....	\$23,958.62
Average salary of teachers.....	\$467.32
Increase.....	\$5.05
Amount paid male teachers.....	\$100,029.89
Increase.....	\$3,493.38
Aggregate number of months male teachers have been employed.....	1,210
Increase.....	1
Average wages per month.....	\$82.67
Increase.....	\$2.82
Average salary per school year (*9 months and 10 days)..	\$785.17
Increase.....	\$26.60
Amount paid female teachers.....	\$406,075.38
Increase.....	\$20,465.24
Aggregate number of months female teachers have been employed.....	9,149
Increase.....	355

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\* Same as last year.

Average wages per month.....	\$44.38
Increase.....	53 cents.
Average salary per school year (*9 months and 10 days).....	\$421.61
Increase.....	\$5.04

*Education of Teachers.*

Number educated at Colleges or Universities.....	70
Increase.....	14
Per cent. to whole number of different teachers.....	$5\frac{4}{17}$
Increase.....	1 per cent.
Number educated at Academies or High Schools.....	732
Increase.....	7
Per cent. to whole number of different teachers.....	$55\frac{2}{17}$
Decrease.....	1 per cent.
Number educated at Normal Schools.....	345
Increase.....	18
Per cent. to whole number of different teachers.....	$26\frac{3}{17}$
Increase.....	$\frac{7}{17}$ of one per cent.
Number educated at Common Schools.....	163
Decrease.....	4
Per cent. to whole number of different teachers.....	$12\frac{4}{17}$
Decrease.....	$\frac{7}{17}$ of one per cent.
Number reported as beginners.....	127
Per cent. to whole number of different teachers.....	$9\frac{7}{17}$
Increase.....	$\frac{3}{17}$ of one per cent.

*Size of Schools.*

Number of ungraded schools having less than ten pupils.....	45
Increase.....	8
Number of ungraded schools having from ten to twenty pupils..	128
Decrease.....	6
Number of ungraded schools having from twenty to thirty pupils.	62
Increase.....	6

\* Same as last year.

Number of ungraded schools having from thirty to forty pupils.	22
Decrease.....	12
*Number of ungraded schools having from forty to fifty pupils..	15
Number of ungraded schools having from fifty to sixty pupils...	7
Increase.....	1
Number of ungraded schools having sixty pupils or over.....	3
Decrease.....	4
Average size of graded schools.....	47
Decrease.....	2
Average size of ungraded schools.....	20
Decrease.....	1
Average size of graded and ungraded schools.....	39
Decrease.....	1

## EVENING SCHOOLS.

Number of schools.....	38
Increase from last year.....	1
Aggregate length of schools.....	500 $\frac{1}{2}$ weeks.
Increase.....	32 $\frac{1}{2}$ “
Average length of schools.....	13 $\frac{1}{2}$ “
Increase.....	$\frac{1}{2}$ of one week.
†Number of different pupils enrolled.....	5,411
Increase.....	1,821
Average number belonging.....	3,573
Increase.....	238
Average attendance.....	2,391
Increase.....	95
Aggregate number of weeks' attendance of all the pupils...	33,819
Increase.....	748
Number of different teachers employed:	
Males.....	98
Increase.....	3
* Females.....	149

\* Same as last year.

† 156 pupils were reported as having during the year also attended day schools.

Total.....	247
Increase.....	3
Average number of teachers employed.....	216
Decrease.....	4
Amount paid male teachers.....	\$8,777.75
Decrease.....	\$305.30
Aggregate number of evenings' service performed by male teachers.....	6,051
Decrease.....	427
Average wages per evening.....	\$1.45
Increase.....	.05
Amount paid female teachers.....	\$10,592.34
Decrease.....	\$3.61
Aggregate number of evenings' service performed by female teachers.....	10,104
Increase.....	262
Average wages per evening.....	\$1.05
Decrease.....	.02
Total amount paid teachers.....	\$19,370.09
Decrease.....	\$308.91
Other expenditures.....	\$3,893.11
Increase.....	\$536.04
Total expenditures.....	\$23,263.20
Increase.....	\$227.13

## FINANCES.

*Receipts.*

Balance unexpended last year.....	\$59,665.08
Increase.....	18,062.55
From State appropriation for day schools.....	120,000.00
Increase.....	27.78
From State appropriation for evening schools.....	2,888.00
Increase.....	208.00



From State appropriation for apparatus.....	\$1,056.61
Decrease.....	160.55
From town and city for schools, supervision and apparatus.....	468,710.38
Increase.....	18,262.08
From town and city for sites, buildings, etc.....	109,575.49
Decrease.....	22,491.66
From district taxation.....	35,131.39
Decrease.....	19,091.61
From school funds.....	7,135.77
Increase.....	2,977.46
From individuals and corporations.....	801.42
Decrease.....	469.15
From registry taxes.....	15,910.49
Increase.....	6,434.01
From dog taxes.....	17,382.69
Increase.....	1,792.07
From other sources.....	5,967.84
Decrease.....	1,191.15
Total receipts from all sources.....	844,225.16
Increase.....	4,359.83

*Expenditures.*

Teachers' wages in day schools.....	\$506,105.27
Increase.....	23,958.62
Other expenditures for day schools.....	85,984.59
Increase.....	2,869.84
Teachers' wages in evening schools.....	19,370.09
Decrease.....	308.91
Other expenditures for evening schools.....	3,893.11
Increase.....	536.04
School supervision.....	17,536.55
Increase.....	2,408.75
Sites, buildings and furniture.....	161,481.56

Decrease.....	\$13,104.55
Libraries and apparatus.....	4,093.86
Decrease.....	860.88
Total.....	798,465.03
Increase.....	15,498.91

NOTE.—\$12,519.53 are also reported as paid for interest and principal of debts incurred prior to this year.

*School Property.*

Number of school houses.....	465
Increase.....	6
Estimated value of sites, buildings and all other property used for school purposes.....	\$2,404,031

COST OF INSTRUCTION IN PUBLIC SCHOOLS,

INCLUDING ONLY CURRENT EXPENDITURES.

DAY SCHOOLS.

*Teachers' Wages.*

Expenditure per capita of school population.....	\$8.01
Increase.....	.20
Expenditure per capita of pupils enrolled.....	10.22
Increase.....	.15
Expenditure per capita of average number belonging.....	14.07
Increase.....	.69
Expenditure per capita of average attendance.....	15.51
Increase.....	.91
Expenditure for each pupil's instruction per month.....	1.59
Increase.....	.09

*Incidental Expenses.*

Expenditure per capita of school population.....	\$1.36
Increase.....	.01

Expenditure per capita of pupils enrolled.....	\$1.74
Increase.....	.01
Expenditure per capita of average number belonging.....	2.39
Increase.....	.09
Expenditure per capita of average attendance.....	2.63
Increase.....	.11
Expenditure for each pupil's instruction per month.....	.28
Increase.....	.02

*Supervision.*

Expenditure per capita of school population.....	\$ .28
Increase.....	.03
Expenditure per capita of pupils enrolled.....	.35
Increase.....	.03
Expenditure per capita of average number belonging.....	.49
Increase.....	.07
Expenditure per capita of average attendance.....	.54
Increase.....	.08
Expenditure for each pupil's instruction per month.....	.05
Increase.....	.01

*Totals.*

Expenditure per capita of school population.....	\$9.65
Increase.....	.24
Expenditure per capita of pupils enrolled.....	12.31
Increase.....	.19
Expenditure per capita of average number belonging.....	16.95
Increase.....	.85
Expenditure per capita of average attendance.....	18.68
Increase.....	1.10
Expenditure for each pupil's instruction per month.....	1.92
Increase.....	.12

## EVENING SCHOOLS.

*Teachers' Wages.*

Expenditure per capita of school population.....	\$ .31
Decrease.....	.01
Expenditure per capita of pupils enrolled. ....	3.58
Decrease.....	.39
Expenditure per capita of average number belonging.....	5.42
Decrease.....	.48
Expenditure per capita of average attendance.....	8.10
Decrease.....	.47
† Expenditure for each pupil's instruction per month.....	4.58
Decrease.....	.18

*Incidental Expenses.*

Expenditure per capita of school population.....	\$ .06
Increase.....	.01
Expenditure per capita of pupils enrolled.....	.72
Increase.....	.04
Expenditure per capita of average number belonging. ....	1.09
Increase.....	.08
Expenditure per capita of average attendance.....	1.63
Increase.....	.17
Expenditure for each pupil's instruction per month.....	.92
Increase.....	.11

*Totals.*

* Expenditure per capita of school population.....	\$ .37
Expenditure per capita of pupils enrolled.....	4.30
Decrease.....	.35
Expenditure per capita of average number belonging.....	6.51

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† Attendance at one session of evening school is reckoned as half a day.

\* Same as last year.

Decrease.....	.40
Expenditure per capita of average attendance.....	9.73
Decrease.....	.30
Expenditure for each pupil's instruction per month.....	5.50
Decrease.....	.07

*Taxation.*

State valuation for 1873.....	\$328,530,559.00
Town tax for public schools, 1887-88, on each \$100...	14 cts.
Amount of town appropriation, 1887-88, per capita school population.....	\$7.26
Decrease.....	.03

## GENERAL STATISTICS.

## DAY SCHOOLS.

*Attendance.*

Per cent. of the average number belonging on the whole number registered :

In graded schools.....	.71
In ungraded schools.....	.68

Per cent. of the average attendance on the whole number registered :

In graded schools.....	.65
In ungraded schools.....	.59

Per cent. of the average attendance on the average number belonging :

In graded schools.....	.92
In ungraded schools.....	.86

## FREE PUBLIC LIBRARIES.

Number of libraries reported.....	37
Increase from last year.....	2
Amount awarded.....	\$3,950.00
Increase.....	\$225.00
Number of patrons.....	62,973
Increase.....	4,466
Total number of volumes.....	133,484
Increase.....	10,442
Circulation.....	298,212
Decrease.....	6,004
Number of volumes of history.....	13,163
Increase.....	1,140
Circulation.....	15,367
Decrease.....	2,064
Number of volumes of biography.....	13,386
Increase.....	1,039
Circulation.....	11,401
Decrease.....	1,710
Number of volumes of geography and travel.....	9,109
Increase.....	841
Circulation.....	16,723
Decrease.....	969
Number of volumes of science and art.....	21,685
Increase.....	1,686
Circulation.....	15,893
Decrease.....	1,784
Number of volumes of poetry and drama.....	3,736
Increase.....	257
Circulation.....	5,206
Decrease.....	461
Number of volumes of literature and language.....	6,557
Increase.....	862

Circulation.....	7,102
Increase.....	1,563
Number of volumes of fiction ...	33,755
Increase.....	2,416
Circulation.....	210,461
Increase.....	2,648
Number of volumes of miscellaneous.....	23,448
Increase.....	1,649
Circulation... ..	16,059
Decrease.....	3,227
Number of volumes of reference books .....	8,645
Increase.....	552

## ATTENDANCE.

There is a falling off in the attendance for the past year. This fact appear in both the census returns and also in those from the schools. There are two prominent causes for this unsatisfactory condition of affairs; one being of a nature that cannot well be avoided, the other being the result of criminal negligence upon the part of the authorities of certain places in enforcing the compulsory law.

Seldom has a single year witnessed such widespread sickness throughout the State. In not a few towns or localities schools have been closed for absolute lack of pupils, and in other cases the absentees for this cause have often numbered half of the school. The diseases have seldom been of a violent nature, and but few deaths have occurred among the school children, but the work of the schools has been very greatly interfered with, and the average attendance brought down quite low.

The average is also very materially affected by the rule, which is quite generally enforced now, that when a child is sick with any of the ordinary zymotic diseases, all of the other children of the same family are to be excluded from school. At first sight such a rule may seem rather harsh, but a little reflection will convince one that such a course is in the interest of the general health, and hence of every one. There is no question, but that such a rule, strictly carried out, will tend to restrict such diseases to comparatively narrow limits, and even to aid rather than hinder, the school work. It is to be hoped that all school committees, who have not taken action in this matter, will do so at an early day. Prevention is better than cure.

The second cause of the falling off in attendance is one that should arouse a feeling of indignation. That a law of so humane a character as the Truant Law, having for its sole object the ensuring of a good education to every child in the State, can be ignored and practically nullified in the city of Providence and some other places is a shame and a disgrace. The excuse given for the non-enforcement of the prohibitory laws, or the laws against gambling, is that they are not supported by public sentiment; but I have yet to see or hear a man of any standing, claim that the purpose and plan of the Truant and Absentee Law was not a good one, and that it ought not to be carried out. Public sentiment *is* in favor of giving to every child in the State a good elementary education, or as it may be well expressed, "a fair chance." Our sense of justice and fair play, compels us to grant so much, if no more. The community does not



believe for one moment that any man, whether he be a parent or an employer, has any right to deprive a child of his chance in the world.

What then is the explanation of the condition of affairs? I believe it to be summed up in a single word—indifference. By the terms of the law, growing out of some peculiar features in our legislation, its enforcement is made very largely dependent upon those who have had little or no interest in the question of education and who, therefore can be expected to have but very limited knowledge of the issues involved and the necessity for action. Again the enforcement of any such law will inevitably at times and in places, interfere with the personal interests of parties holding prominent positions or exercising considerable influence and the official finds it easier to yield to such influences, than to withstand them. But back of these causes lies the fact that as yet the people have not become sufficiently aroused to give voice to their belief. We have been slow to acknowledge that the necessity for action in these matters was at all widespread, that any great number were in real need of the law's intervention in their behalf. By degrees the facts are coming to light that show the true state of affairs and it will not be long before the voice of public sentiment will be heard in unmistakable tones demanding that a stop be put to this crime against God and man, against society and the State.

As the statistics of this report were gathered prior to the enactment of the revised truant law last spring, it is, of course impossible to say definitely how beneficial the

changes have been. It is very clear, however, that we had reached that point in our treatment of the question, where advance was no longer possible, except by means of additional legislation. A careful study of the results of the school census for the past four years will show that for the first three years after the Truant Law was passed very perceptible gains were made, while this year we have hardly held our own. This shows that the simple passage of the law at once produced a legitimate effect and in connection with its enforcement in many places continued to decrease the ranks of the absentees. But laxity in enforcement in some localities, and absolute disregard of the law in others, have had their baneful effects, so that the ground already gained was in danger of being lost.

The new law with its more uniform and coherent details, and its provisions for securing at least the outward observance of the law by the appointment of special officers and the enactment of truant ordinances should have much the same effect as the original passage of the law. It will enable us to hold securely the ground already occupied and to push forward in many directions. There is still danger, however, that local interests, or perhaps, what is worse, *lack* of interest, will interfere with such an execution of the law as the facts demand. In such an event, power must be given to the State Board of Education, either to supervise the local enforcement of the law, or to undertake the work directly.

From the reports which have been made to me by the clerks of the several cities and towns, I am able to state

that in every town now there is at least one truant officer, and that a truant ordinance has been enacted. The machinery for carrying the law into general effect therefore exists. But it is to be noted that in some places it is almost, if not quite worthless, for the lack of any suitable provision for the compensation of the truant officer. Still if only the meagre amount of work be done, for which provision is made, that will have a very healthful effect, and if even that be maintained, much good can be accomplished. Because the whole work cannot be done is a very poor reason for not beginning it and doing what we can do.

So far as I can judge, the enforcement of the law is no more difficult of accomplishment than that of any law which is liable to come into conflict with man's selfish interests. When parents and employers see that it is to be carried out regardless of fear or favor, that *all* are to be treated alike, there is general acquiescence. Each man's conscience tells him that it is right and he is only too glad to avail himself of the opportunity to join the number of those who yield a willing obedience.

I think the duty of the hour to lie in the direction of arousing and directing public sentiment to demand that the rights of these children, so many thousands of whom are practically dependent on the State for all the opportunity they will ever have, be recognized and secured to them. Our people need to be reminded that these children are the future voters; that in their hands will be placed the destiny of the State, and that we are responsible for the training given both to their hands, and also to the minds and

hearts which will control them. We are trifling with tremendous issues, and we shall be fortunate if we do not pay for our folly by some terrible experience. Let us awake from our lethargy ere it is too late.

If the school census could be made to secure the facts each year in regard to the employment of children between the ages of seven and fifteen, I am confident it would help very much in the work of enforcing the law. We should then have a double basis of action and on the two lines we should be quite sure of reaching nearly all who were liable.

#### NUMBER AND SIZE OF SCHOOLS.

The number of ungraded schools has diminished by seven during the year, while the graded schools have increased by thirty-two. This shows that the movement of the population is still from the farms and rural sections of the State to the centres, and that the advantages of education are being curtailed for those who remain. For it seldom happens when a district becomes so sparsely settled as to be no longer able to maintain a school, that there are no children left there; hence, when the school is abandoned, the two or three who survive are obliged to travel two, three or more miles, or go without an education. Such cases are not uncommon, and as the prospect is that they will grow more numerous, it surely behooves the State to make some provision for meeting their needs. This much is certain that the State cannot afford, no matter what it may cost to prevent it, to permit even a single person to grow up to manhood within her borders, in barbarism and

ignorance. There is an evil here that can be met only by adopting some scheme or plan of school maintenance different from that which so generally prevails in the towns of the State. In such cases, the locality or district is absolutely unable to make the proper provision for the children, and unless the unity of interest and responsibility, which really inheres in the town and State, be recognized and acted upon, they will go uncared for.

The increase in the number of graded schools is partly accounted for by the fact that in several communities additional schools have been provided, thereby relieving schools greatly over-crowded. This has been done to such an extent as to reduce the average number belonging to each teacher from thirty-five to thirty-three. This is almost an "average" number, but the actual fact in the majority of our schools, what a change might we not expect to see within a short time. We should then have the combination of conditions which would give us the ability to secure good classification and gradation, while the opportunities for individual instruction would also exist. It is to be hoped that school authorities more and more generally will recognize the importance of this latter phase of school life and make their arrangements accordingly.

#### TEACHERS.

We note this year an increase of thirty-five in the number of different teachers, and of forty in the number regularly employed. It is an encouraging sign to note that

the gain in permanent teachers is the greater of the two. It shows a tendency to permanency that is desirable, and it also indicates that correct views as to the proper number of pupils for one teacher are beginning to prevail. No teacher can do passable work with from fifty to seventy-five pupils, and it is an act of cruelty to both teacher and pupils to compel them to make the attempt.

An increase in the wages of teachers is to be noted, of \$2.82 per month for males, and of \$0.53 for females. These results are due, I think, quite largely to the effects upon the smaller towns of the increased State appropriation. They have been enabled in many cases to offer sufficient inducements to Normal graduates and teachers of experience to hold them, and thus have secured unusual advantages. One effect of this has been that at no time during the year have there been any such teachers waiting for places. The demand has always been ahead of the supply.

The grade of preparation of our teachers continues to improve. The college graduates, normal and high school or academic trained, all show an increase in number, while those having only a common school education have fallen off slightly. This is a gratifying fact, not because such wide and extensive preparation necessarily makes a good teacher, but because the *good* teacher is all the better for having such a splendid equipment.

One great obstacle in some of our cities and towns to the employment of a better class of talent, is that by a sort of unwritten law residents of the place are supposed to have a sort of pre-emptive right to the position of teacher, and so

they present their "claims" and they are elected. Now, no one should be allowed to entertain the notion that he has any "right" to a position in a school. "Other things being equal," as is sometimes said, it is well enough to give a preference to residents, but even then there is the liability of a dangerous precedent creeping in and establishing itself. The committee should always keep the matter of appointments so completely in their hands as never to feel bound to any one, except to the best one that can be found for the salary to be paid.

Moreover, there is oftentimes great advantage to be gained by introducing into a system of schools teachers who have been trained in a different way, in another atmosphere, under different minds. By so doing new ideas and methods, a new spirit and life are set at work, and progress is the inevitable result.

#### FINANCES.

The financial exhibit is a gratifying one in that it shows a strong disposition on the part of the people to provide the means in sufficient amount to carry on the work vigorously. The gross receipts from all sources were \$844,225.16, an increase of \$4,359.83 over last year. Quite noticeable additions were received from the direct appropriations of the cities and towns for the support of schools, and also from the registry taxes, being \$18,262.08 from the former and \$6,434.01 from the latter. The special appropriations for building purposes have fallen off about \$41,500.

The total amount of expenditures for all purposes was

\$798,465.03, an increase of \$15,498.91 over last year. The increase was mainly in teachers' wages, the rest being divided among incidental expenses and supervision, while new buildings and libraries and apparatus diminished about \$14,000. The number of school buildings slowly increases, having now reached 465, and the estimated value of all property set apart to public school uses is \$2,404,031.

From the above figures taken in connection with the facts recorded in regard to attendance, we shall be prepared to find that the cost of instruction has materially increased during the past year.

Upon the basis of the enrollment the increase is but 19 cents per capita; but when we come to the average attendance the increase is \$1.10. These are not pleasant figures to contemplate, and particularly so when we consider that they are the evidence of our own neglect, a self-inflicted penalty, to a very large extent. While it is undoubtedly true that a portion of the non-attendance is to be charged to sickness, still it is equally true that had the truant and absentee law been as thoroughly and persistently enforced in all parts of the State as it was in some portions, the deficiency in attendance would have been almost, if not quite, made good. The figures show clearly that the number who should have been reached by the law, is much in excess of the number our attendance falls short.

It cannot be too clearly stated that the cost of the education of the children is very much affected by the attendance. There are but a few schools where a few more pupils cannot be entered, and in such cases their presence adds



not one cent to the cost of the school. Or if we have a school with an enrollment of fifty pupils, but an average attendance of only twenty-five, it is very plain that the cost of maintenance for each pupil is nearly twice as large as it ought to be. Sound economy calls for such action as will secure to the State the largest return possible for her outlay. There should be just as little waste as possible, either of room or of labor; and those officials who neglect their duties in this connection are guilty of a misuse of public funds. If we can secure the necessary results at a cost of a dollar and a half per scholar, we have no right to make it cost two dollars, to say nothing of the responsibility which is incurred by the failure to meet the child's just requirements and protect him in the acquisition of his rights.

It is interesting in this connection to note that the rate of taxation in the several cities and towns for the current school year is three cents less per capita of school population than it was last year. This shows us that, although we have increased the amounts of appropriation for school purposes, and notwithstanding the increased cost of instruction, we have not made any real advance in the matter of providing for the general education of the people; and that population is gaining more rapidly than our preparations for its proper instruction and training. There is evidently a work still to be done in this direction.

A more particular examination of the figures will show that the greater portion of this increase is in the item of teacher's wages; and that the incidental expenses have not increased in equal ratio. Attention has been called to the

fact before, in these reports, that the ratio of the incidental expenses of maintaining the schools to the wages of the teachers was quite low, and that it spoke well for the economical and business-like management of the financial interests of the schools. As more and more of our communities come under the town or central system of management, it is worthy of notice that this ratio continues to decrease; and it is believed that were all of our schools thus managed, the ratio would be reduced still lower. It is certain that such a result would be in line of all experience, both in school matters and in every other department of affairs.

In the matter of supervision, there is an increase of expenditure of about \$2,500. While this is a very small amount when considered with reference to the whole State, still it stands for quite a decided advance in public sentiment regarding the nature, necessity and value of a good school superintendent. It is extremely unfortunate for the welfare of our schools that, in the development in our State of the work and status of the superintendent of schools, the idea should have been allowed to gain a foothold that the office was in any way independent of the school committee, or that the occupant thereof was responsible to any others than the committee; for the whole theory of the office and of its duties has ever been to make it the medium of the committee's actions; to give opportunity for so unifying and simplifying the work of the committee as to make it more effective in every respect, and thus to afford a constant and suitable medium for the expression of their will.

We are all aware how long it took to place the selection

of the superintendent where it naturally should go, in the hands of the school committee, whose servant he is to be and who confer upon him every particle of power or influence which he may exert. We have one more step to take before the office is placed in its true position of entire independence from any body or interest, save that to which it is legitimately subject, the school committee. The salary of the superintendent should be fixed by the school committee and paid upon their order, just the same as that of any teacher. In fact, the superintendent is but a principal teacher. Just so far as he fulfills the ideal requirements of his place, does he do his best and most valuable work in teaching, both by precept and by example, the teachers of the town. To thoroughly discharge the duties of his place he must himself be a teacher. It is evident, therefore, that upon that ground alone the school committee are the only authority naturally fitted to determine the value of his services and the rate of compensation. It is to be hoped that the time is not far distant when this change may be effected and another long step taken in the direction of simplifying our educational machinery and determining more clearly the nature and extent of the responsibility for its smooth and successful working.

#### EVENING SCHOOLS.

The reports from the evening schools as a rule have been quite satisfactory. We have an increase in their duration of nearly one week; an increase in the enrollment, in the average number belonging and in average attendance. In

the matter of the expenses there is a very slight increase, but not at all commensurate with the increase in pupils, so that the average cost here shows as gratifying a reduction as the increase in the day schools was unsatisfactory.

These results are to be attributed, I think, mainly to the fact that in several of the larger places these schools have been subjected to more thorough and careful supervision than heretofore. Care has been taken to exclude from the schools those who were not proper candidates, particularly those who were under twelve years of age, and sometimes those under fifteen. Then more pains have been taken in the selection of teachers, so that the pupils have in many instances been held by their regard and admiration for their teacher. They found that the teacher could give them exactly what they knew they needed, and they were only too glad to receive it.

By slow steps we are approaching a solution of the evening school problem and I hope that before long we may reach it. The first question as to the proper personnel of the evening school is pretty well settled; it should consist only of those who do not attend, and are not liable to attend the day school. The only element in doubt here is whether children under fifteen years of age, even if exempt from attendance at a day school, should be permitted to enter. My own opinion, at present, is that they should not; believing, as I do, that sound health is even of more importance than sound learning, and knowing that a child under fifteen, after a day's confinement and labor in any store, shop or factory, has no vitality or force to expend in even-

ing study. Such children will, if our laws are properly enforced, have acquired a good elementary education by that time, sufficient for all of their immediate needs, and for the next three years their attention should be directed more particularly to the building up of a healthy vigorous physique ; letting the library and the newspaper do what they can to meet their intellectual cravings. After that period has passed they will be in a condition to wisely employ a part of their evening time in regular and systematic study. Both physically and mentally they are then in a condition to make their time and labor yield them much more valuable and permanent returns.

The time for holding these schools is also quite clearly determined. One week before the holidays is worth two after them. They ought, therefore, to be established as early in the fall as possible.

The personnel of the teaching force is theoretically easy of determination, but practically it offers one of the most difficult questions to settle. These schools *should* have the *best* of instruction, all the conditions demand it, and yet it is so far impossible to secure it. The shortness of the term of service, the consequent meagreness of the salary, the frequent, if not general, lack of proper facilities, these and other causes operate to keep out of these schools the experienced and successful teachers, except in cases where regular day school teachers are sometimes willing to do extra duty in the evening. What can be done here, it is by no means easy to say. Considerable more experience must be had and paid for, before we can say with anything like cer-

tainty. I am very sure that these schools are not the place, as a rule, for the novice in teaching. To be sure every teacher must begin somewhere, but this is at too important a point. Young men and women, who have awaked to a sense of their intellectual needs must not be used as material for the 'prentice hand to work upon. Their interests are too valuable and justly demand some degree of skill and experience. It is to be desired that more and more attention may be given to this branch of our educational work, because it is evident that it can be made to serve a very prominent part in training and moulding many of our largest communities.

#### FREE PUBLIC LIBRARIES.

The number of libraries has been increased by two, one new one having been established under very favorable auspices at Natick, in the town of Warwick, and the other being a revival, under the auspices of the Women's Christian Temperance Union, of the Shannock Public Library. There are now pending final action for organization several libraries in various parts of the State, so that it may be safely said that the general interest in this branch of the work was never greater than at the present time.

The total amount appropriated for the aid of the thirty-seven libraries was \$3,950. The total number of books in all the libraries is 133,484, an increase of 10,442 volumes from last year. The circulation is 298,212, or 6,004 less than for the previous year. At first glance this is not an encouraging feature, but if we turn to the table where the

statistics are given in full and make a comparison with the reports for last year we shall find that the falling off is mainly in the two largest libraries, those of Providence and Pawtucket, while in the smaller libraries the circulation was fairly well maintained. It is impossible to explain these fluctuations in the circulation of the libraries, but unless they are of a much more serious character than any yet noticed, they afford no cause of apprehension. I am confident that any series of years will show a gain, either for the whole number, or in the case of any individual library, unless some special circumstances have intervened to bring about a different result.

The number of new patrons enrolled during the year was 6,422, about 400 more than last year. This shows that the libraries are interesting more and more of the people each year. To be sure they may not hold them all steadily, but having once availed themselves of the privileges, they will ever and again return.

An examination of the circulation by classes shows a slight falling off in each of them, except in "fiction" and in literature and language. In the former the increase is a little less than two per cent. on the whole circulation; last year the ratio of fiction to all the rest being about 68 per cent., while this year it is 70 per cent. But that leaves a circulation of about 90,000 volumes of the more solid and instructive literature, which represents a large amount of history, biography, travel, science and general miscellaneous reading.

It is the aim of the management of the libraries to curtail

the circulation of the lighter works as much as possible and push that of the better classes of books, but it is a slow movement and we must have patience. Tastes are a part of one's character, and they have to be formed and developed, and it often happens that but a very slender foundation is given to build upon.

It is a lamentable fact, but, nevertheless, true, that the majority of people read, not for instruction, for edification and profit, but for amusement, pure and simple. That being the case, it is not strange that so large a proportion of the reading is in the line of fiction, which, as a rule, aims simply to amuse. That this is the general tendency is shown by the fact that the Providence Athenæum reports a steady growth in the last five years of the percentage of fiction read, the increase being in that time about 10 per cent. If the constituency of such an institution, situated in the city of Providence, shows a steady gain in that direction, we can hardly expect the free village libraries, scattered all over the State, to do much better.

More and more attention is being given to the work of the librarian, and efforts are being constantly made to improve that service. I feel sure that if more stress can be laid upon that point, and the work of the librarian be lifted up from that of a mere clerk who simply registers the calls of the people, to that of a director, a teacher, a guide, whose duty and responsibility it is, to a large degree, to shape the reading of the people, we shall see a great improvement in the character of the reading. The amount may not be increased, but the quality will be greatly enhanced. The free



public library will then be justly entitled to bear the name of the "people's college."

#### TEACHERS' INSTITUTES.

In accordance with the plan, as named in the report of a year ago, a series of institutes, five in number, was held in the months of May and June. They were held as follows, at Chepachet, May 20; at Westerly, May 23; at Phenix, May 27; at Tiverton, June 3; and at Warren, June 6.

At each place there were three sessions, each day; the first two being devoted entirely to work connected with the school-room and calculated to interest and instruct the teachers and such pupils as might be present. The third meeting was occupied mainly with practical discussions of topics relating to popular education, interspersed with singing and readings; and aimed to reach the citizens and arouse public sentiment.

Each Institute was designed primarily and specially for the town in which it was held, except in the case of the one at Tiverton, which was held at the Four Corners, near the southern border of the town and was intended to provide for both Tiverton and Little Compton. In every case the attendance, both of the teachers and also of the citizens was better than was anticipated. The teachers were, as a rule, nearly all present, and often accompanied by several of their older pupils. The evening audiences were always large and gave most earnest and respectful attention. I have never addressed a series of meetings where the temper

and disposition were more in sympathy with the purpose of the occasion than at this time.

I was assisted in the care and conduct of these Institutes by Supt. Littlefield of Newport, who spoke upon the subjects of "Language," "Examinations," and "Some Phases of the Modern Educational Question;" by Gen. Morgan of the Normal School, who discussed "Arithmetic in its Elementary," and also in its advanced stages, "The True Value of an Education," "The Trained Teacher," and other topics; by Prof. Wilson, also of the Normal School, on "Geography" and "Physiology with special reference to stimulants and narcotics;" by Rev. Mr. Ackley, of Warren, on "How to make our Education more Practical," and by Mr. John Matteson of Providence, who gave each evening several choice selections of prose and poetry in a very acceptable manner. In each case also, by the courtesy of local talent, sometimes from the schools, we were favored with most excellent music, which added greatly to the enjoyment of all of the meetings. The topics of "School Government," "General Exercises," "Primary Work," "Language," "The Responsibility of the State," and "The Rights of the Child," were discussed by the Commissioner.

In each meeting great assistance was rendered by the local authorities and teachers, and especial thanks are due to Mrs. Mary O. Arnold, Clerk of the Committee of Gloucester; to Mr. E. C. Willard, Principal of the High School at Westerly; to Mr. J. M. Nye, Principal of the Grammar School at Phenix; to Mrs. C. J. Barker, Superintendent of Schools of Tiverton, and to Rev. W. N. Ackley, Superinten-

dent of Schools at Warren, for the special efforts put forth to render the meetings in their respective towns a success. Recognition should also be made of the class exercises with dumb bells and wands, at Phenix, conducted by Miss Della L. Carpenter of the Hill's Grove Grammar School.

I feel very sure that the experiment, if such it may be called, of holding Institutes in the spring has proved a success, and I shall continue the work another year upon the same general plan, striving to reach in each town visited every school and thus every section of the town, and by thus concentrating effort make a more definite and abiding impression, than is possible when the attempt is made to cover a larger area. Each year's experience in work of this kind convinces me more and more of its value and I only regret that I have neither time nor funds at my disposal to enlarge its scope. It is a hope, that I trust an early day may see fulfilled, that the time may come when many of the details of the present duties of this office may be done away and thus time be left for a class of work more legitimately belonging to its sphere.

#### APPARATUS AND BOOKS OF REFERENCE.

The demand for school supplies of the character provided for by the act making an appropriation for "School Apparatus," has been better the past year than for several years. All but six of the cities and towns have participated to a greater or less extent in the benefits of this appropriation. Some parts of the State are becoming quite well supplied with the more important aids in school work, but

there are a number of localities that still need a good deal done, before they will be in a condition to secure the best results, even with a first class teacher in charge. It is no secret that the best of ability cannot make up for lack of tools and appliances; or indeed, that these latter can take the place of the former. What we want is to make proper provision for carrying on the work and then put as competent a person in the teacher's place as can be secured. Then we have a right to look for satisfactory results. If we fail to get them, we are justified in looking very closely at the character and quality of the teacher's work.

The accompanying list of articles, while not complete, gives a very good exhibit of the kind and amount of material that has been placed in the schools. There has been a marked increase in the number of maps called for over last year, also of forms and solids and numeral frames. The demand for all kinds of material for use in the primary grades keeps up well, and is a most gratifying feature. It shows that the leaven of the new thoughts concerning first steps in knowledge is working, and that in a short time we may expect to find that it has revolutionized the whole course of primary instruction. Already there are many primary schools where even the smallest children are taught and trained to do something besides fold their hands and "keep quiet." Their normal condition of motion and activity is recognized and turned into legitimate channels, where it serves the general object of development and education in its best sense.

I think the time has come when a slight change should

be made in the law providing for the distribution of this fund. Since the passage of the original act, the number of towns in the State that manage their schools by the town system has doubled and the number is sure to increase. The present basis of distribution discriminates altogether too much against the town, and the practical effect of the law has been to confine most of its stimulating energies to the rural sections of the State. It is certainly time that *all* parts of the State should share as nearly equally as possible in so beneficent a measure. I hope, therefore, the law may be amended so as to give the schools in the cities and towns having the central system of government an equal chance with the others.

Atlases.....	4
Dictionaries.....	41
Biographical Dictionaries and Gazetteers...	12
Charts, (Arithmetical, Color, Music, Reading and Writing).....	28
Charts, Physiological.....	42
Cyclopedias, (sets).....	9
Young Folks' Cyclopedias.....	28
Globes.....	106
Maps, (sets).....	2
Maps, U. S.....	22
"    R. I.....	21
Miscellaneous Maps.....	36
Microscopes.....	25
Numeral Frames.....	26
Organ.....	1

Sets of Cube Blocks.....	12
Forms and Solids.....	21
Supplementary Reading.....	2,150 vols.
Books of Reference.....	260 vols.

Astronomical, Philosophical, Chemical and Metrical Apparatus, Dumb Bells, Music Readers, Hand Books of Penmanship, Thermometers.

Primary Work,—Picture Lessons, Sliced Animals and Objects, Alphabet Blocks, Toy Money, Drawing and Transparent Slates, Splints, Dissected Maps, Color and Form Cards, Anagrams, Alphabet Cards, Kindergarten Material.

#### STUDIES.

The charge has been not infrequently made against the schools of the present time, that they are over-burdened with studies. It is claimed that in addition to the three "R's," or the "essentials" as they are called, so many "new" branches have been added, that the children are not able to do any work thoroughly, but are compelled to get a little smattering of each.

What are the exact facts? Of course it is impossible to frame a single statement of the condition of affairs that shall be exactly applicable to both city and country schools, but I think we may come near enough to answer our purpose.

I have lately come across the form of Return, prescribed in 1855, by Robert S. Allyn, then Commissioner of Public Schools. This Return was designed to meet all the cases that might arise throughout the State. While therefore its testimony cannot be used to prove what was uniformly

taught, it is indisputable evidence as to what was generally, or at least likely to be, taught in all parts of the State. I quote from that Return the names of the different studies in reference to which teachers were asked to report as to number of classes and number of pupils. They were as follows: Alphabet, Reading, Spelling, Geography, Grammar, History of United States, General History, Etymology, Definitions, Mental Arithmetic, Written Arithmetic, Penmanship, Book-keeping, Algebra, Geometry, Natural Philosophy, Physiology, Drawing, Composition, Declamation, Vocal Music. And then to show that he did not consider that he had made an exhaustive list, the Commissioner added "Other Studies."

Now it is not claimed, or even supposed, that Robert S. Allyn ever advocated a course of study for our average country school, or for a common graded school, that should embrace all of the above studies; but simply that it was a recognition on his part of the existence of these studies in the schools to a greater or less extent, certainly to that degree that he felt it important to collect and tabulate the facts in relation thereto. If we examine the list carefully we shall find, I think, that it includes every branch of study now pursued in any school save the high school, except Natural History and Language, which is called sometimes a distinct study, though it is really but a form of grammar and is seldom pursued by pupils except as a preparation for that study. Not only do we find all of the different studies now pursued,—even those of which so much has been said in adverse criticism, music and drawing,

—but many others that seldom are to be heard of outside the high school and the academy. It is also well known to many of the older residents of this State that the winter term of the district school not infrequently took on very much of the atmosphere of an academy and that the higher mathematics, natural philosophy and other higher branches were successfully taught and studied ; that very satisfactory work, judged either from the point of view of the recitation, or of practical use in after life, was done in them.

Indeed, it is a fact, well known when reflected upon, that a generation or more ago, the range of studies taught in the average schools of the State was wider than it is to-day for the same schools. The qualifications for a position as teacher of the winter term of the average district school were higher, so far as extent of acquirements was concerned, than they are to-day. If we could get at the information I have no doubt we should find that the difficulties growing out of different studies and large number of classes were greater as a rule thirty years ago than they are now.

But it may be said that all this applies to the district or ungraded school, and hence has no pertinence to the graded school. In 1850 but a little over one-third of the population of the State was in the cities, so that the larger part of the people undoubtedly were dependent on the ungraded school for their education. To-day more than one-half of the whole population is in the three cities, while if we add a few of the very large towns or centres that have practically a city life, we find that not over one-fourth of the people are now patrons of the district school. Now it is



very clear that if a work *at all satisfactory* in its results could be done in those over-crowded, ungraded schools with from twenty to thirty classes per day, and a range of subjects from the Alphabet up to Rhetoric and General History, from the Multiplication Table to Geometry, it is not too much to ask or expect that a well organized and well officered system of graded schools shall do the same extent of work in a longer period of time and with a smaller number of pupils to a teacher.

I have given this subject a good deal of careful thought, and have endeavored to make myself thoroughly acquainted with the facts, to be governed by what I knew to be the truth and not by mere impression or prejudice, and I am sure that we do not impose greater burdens upon either teachers or pupils than our fathers did, nor do we aim to give a higher or more extensive education. The change has been, as it seems to me, mainly in the effort to make the work of instruction more scientific and systematic and to have it reach *all alike* and so raise the standard of the whole number, rather than minister almost exclusively to the quicker and brighter pupils. It also is to be seen in the aim to properly adjust in their true order the various branches taught and so secure a symmetrical and well balanced mind.

The only real addition to the curriculum of studies so far as I can learn, is in the line of the Natural Sciences, such as Botany, Mineralogy, Zoölogy; and the instances where these branches are studied as *sciences* are very rare. So far as they have been introduced, it has been mainly with the lower grades and the younger children, not as a scien-

tific study, but rather as a training of the powers of observation and simple, natural classification. The purpose of the work is, primarily, the acquisition of facts and knowledge of interest, that shall excite the mind, arouse the thoughts and give food for expression on the part of the pupil; secondarily, that of preparation for the true scientific study later on, if opportunity offers; and experience has demonstrated that work of this kind has a positive value as an aid to carrying on the ordinary, or as it is sometimes called the *legitimate*, work of the school. Especially is it found invaluable in the line of language work or Practical Grammar.

But even if these pursuits were not thus helpful to the other studies, I claim that they have a place in any well organized system of education and training. No man can be said to be well educated, who, however much he may have gotten from books, has no practical knowledge of how to obtain his facts at first hands from nature, the source of the major portion of all the facts that bear upon our lives. Unless he can do this he is dependent always upon others and must take the data for his reasonings from second hands. No child who has had any guidance in the elementary study of these sciences, but will readily find his way at any time to those facts which he desires to use, and the knowledge thus acquired will be worth more to him, many fold, than that secured through the labor of another. We have but just begun our work in this direction. In many schools it has as yet found no place, but I trust the day is not far distant when it will have obtained an honorable standing in every school.

In this connection I am moved to express the conviction that the time has come for this State to take positive action in reference to the teaching of Drawing. It has never been the policy of this State to determine by law in express terms *what* should be taught in the public schools. In accordance with the general principle pervading all of her legislation she has believed in letting each *town*,—note that it is the “*town*,” and not the “*district*,”—decide for itself what studies should be pursued, and I have no doubt that the policy has worked well, as it has enabled those towns that wished, to extend their curriculum as far as they pleased, without imposing any burden on their neighbors. But a few years ago, in obedience to what was felt to be a *moral* necessity a law was passed compelling each town to provide for instruction in physiology and hygiene, with special reference to stimulants and narcotics. To-day it seems to me we are face to face with a *material* or economic necessity that calls for similar action.

The material prosperity of Rhode Island so far as we can judge to-day, depends upon her manufactures. If they prosper, she prospers; if they decay, ruin and desolation stare her in the face. The history of the past few years has shown that business and trade are subject to very many influences and that too within a very short period of time. We know that no branch of manufacturing remains stationary, that improvement, advance, development are constantly going on, and that they only succeed who keep well to the front. Hence it is the part of true wisdom for us to ask ourselves how we are fitting our

children to cope with those of other states and nations with whom they must come into sharp competition.

A brief survey of the field shows that in one most important particular we are doing relatively nothing. While England, Germany, France and Switzerland are making, and have been making, most earnest and persistent efforts through every grade of schools, public and private, to ground their entire people in the art of drawing, to instill into the very life of the people the artistic element, so that it may work out naturally, in whatever department of industry they may be employed, while some of the United States also have taken hold of the matter and are pushing it with zeal and enthusiasm, we have passed the subject by, except in individual instances and in an irregular and consequently comparatively unsatisfactory manner.

I believe the necessity is laid upon us to provide at once for a general movement in *all* of our schools in this direction, that Drawing should be made a compulsory study in all schools for all pupils. It has been too often and too clearly shown that it has as good a claim to a place upon a school curriculum for its purely educational influence, as any branch now there. When, therefore, we see how it bears upon the great question of our material welfare, there ought not to be a doubt as to the duty laid upon us.

Whatever may be the outcome of the widespread and earnest agitation of the question of "Manual Training" or "Industrial Education," the solution of the problem in any community will be largely dependent upon the amount of knowledge of drawing possessed by the children. Drawing

must be the foundation upon which any kind of successful training or education in manufacturing can be built up.

If it be urged that our teachers are not generally prepared to teach it, it need only be said that if it is required to be taught, they will soon fit themselves to teach it. That is natural New England enterprise and has been proved in many ways. One thing is certain, that there is no probability that they ever will prepare themselves until it is necessary. As a rule we do what we are obliged to do, and then stop. Teachers are as human as other people. It may take two or even three years to secure the introduction of Drawing in proper form into all of the schools, but not more than that, if that limit were fixed.

#### SCHOOL ACCOMMODATIONS.

In connection with the subject of the enforcement of the Truant and Absentee Law there has frequently arisen that of accommodations for the children. In a number of instances it has been openly claimed that the school-houses would not hold all that would seek admission if the law were to be thoroughly enforced, and that, therefore, there was nothing to do but let it go. Again it not infrequently happens that a school-house becomes utterly unfit for use and still the majority of the voters will refuse to make any provision for better accommodations, claiming that it is "as good as they had," or that they have no use for it and they don't care whether there is any school or not. It has happened that there was but one voter in a district where there were over fifty children, and if he declined to move,

it was absolutely impossible to raise the necessary funds to make the school-house fit for occupancy.

If the State is to make provision as she does for the education of *all* the children of suitable age within her borders, it would seem as though they should be furnished with the opportunity to obtain that education; that no false policy of economy on the part of a town, or selfish indifference on the part of a few persons who happen for the time to be in a majority in a district, should stand in the way of providing fit and abundant accommodations for them.

It is no doubt true that in exceptional circumstances it may be best for a town or district to delay the erection of a school-house for one year, or possibly two, but as a rule any community that abounds in children is also possessed of a tax-list that can not only well afford to build all necessary school-houses, but can ill afford to neglect its duty in that direction. If it is put off, the need only becomes the more pressing each day, and the demand for one soon becomes a necessity for two.

From the beginning, the law of our State has recognized the importance of this point and has made partial provision for securing its proper care. Where the district system prevails, the town school committee are made the judges of the fitness of the school accommodations to the extent of determining whether they are suitable, but not as to their extent. If in their judgment a school-house is unfit for use by a school, they have power to condemn it, whereupon the district can no longer draw any portion of the "public money" for the support of its school. In this way the

State has sought to *compel* districts to live up to their responsibilities, and it has unquestionably in many cases, both directly and indirectly, accomplished its purpose.

But there are instances where even the alternative of the loss of the school would not move the hard-hearted taxpayer. Moreover, under the town system there is no such opportunity for compulsion, as there is no one between the committee and the town. It is therefore necessary if we would carry out the ideas of the founders of our system, that we so amend our laws, that in case of obdurate municipalities or districts refusing to conform to the demands of the properly constituted authorities in these matters, they may be compelled to give heed thereto.

There is another provision of the original law that shows the framers had in mind the kind of material our districts would have to deal with; that is, the manner in which a debt against a district, lawfully contracted, but which the district refuses to pay, may be taxed, assessed and collected from the district, entirely independent of its action.

Some such provision needs to be incorporated into the law so that, after a full and careful examination of the facts and the determination by a competent authority of what it is best should be done, power should be vested in some one, or in some body of men, to go ahead and fulfill the requirements, and also to secure the funds wherewith to pay the bills. As has been shown, the principle of local interference, if it may be called such, has been recognized from the beginning. It is therefore no new thing, but rather an enlargement and expansion of the thought. As the powers

conferred already have very seldom been invoked, so it is very probable that no case would arise for a long time where a town would have to be thus publicly pilloried for its inhumanity. The simple fact that the law is there, and can be summoned at a moment's notice, would have a wonderfully stimulating effect.

#### GENERAL CONDITION OF THE SCHOOLS.

It is quite difficult in a single word or phrase to indicate the condition of our schools. They are so varied in kind, both as to material and numbers and in nature of work that it is hardly possible to so mass them as to be able to form a general judgment as to the whole. Still I think there has never been a time since I have known anything about the schools, when one could more justly say that their condition was "good."

I am well aware of many exceptions, and some glaring ones; it is not necessary to remind me of the faults in this direction and in that, for I know a great deal more about that phase of the subject than I wish I did; and still, as I compare one year with another, looking over the whole field, I am confident that at no time has the work as a whole presented so encouraging an aspect.

One very gratifying evidence of this is to be found in the results of the last two examinations for entrance to the Normal School. The candidates of course come from all over the State and represent all classes and all kinds of schools. These two examinations have shown that the general standard of scholarship is rising in the State; the last



one in particular being remarkable for the excellent showing made by pupils from the ungraded schools. Heretofore these schools have usually appeared at a disadvantage when compared with the graded schools, with the exception possibly of one or two studies, but in this examination they have shown themselves able to do good work all along the line.

Evidences of a more thorough and scientific teaching are to be found on every hand. Not only do these examinations bear witness to it, but the movement of pupils from the outlying districts to the large centres and the usual good preparation which the pupils possess afford another means of testing its character. I have also had occasion to notice the improvement as I have visited the schools in different parts of the State, and my own impressions have been uniformly confirmed by the local authorities.

The graduates of our Normal School are being more generally employed in the district or ungraded schools. This is tending to give to these schools a much better opportunity than they have ever had. The new teachers are not so much superior to the old ones in extent and character of acquirements oftentimes, as they are in methods of teaching, and in plans for classifying and systematizing the work of the school. Economy of time and labor is introduced and results are secured that are very gratifying.

What has been accomplished in this direction I believe to be but the forerunner of what it is possible to do for all parts of the State. We should aim at nothing less than to give to every school the *best* of instruction; the pupils of

the small district school should receive as good *instruction* as those of the large village school. In a State so small as ours, so compact and with its large material resources, there should be no opportunity for the "accident of birth" to mar or ruin the life of any child. It is equally for the interest of the great centres, and that of the most distant sections of the State, that *all* should have the requisite training and education.

To do this requires, first, such a modification of our system as will enable the School Committee to have the entire control and management of the schools. Security in position for the teacher, not so much through a "tenure of office" law as by the fact that the power to hire and to discharge is in the hands of a board specially chosen for the work, and if not specially qualified at the outset, very soon becoming so in the discharge of their duties, and governed, as a rule, solely by the desire to secure the best service for the means at command, is *the* result to be looked for in this direction.

Then we must provide for an increase, and a very considerable one, in the number of teachers that can be obtained from the Normal School. As has been already stated, the present supply does not begin to meet the demand. Recent graduates, without any experience, have been placed in quite difficult and responsible positions for the reason that no experienced teachers were to be had. The Normal School is, however, doing about all the work it is capable of doing in its present quarters. During the past year the average number belonging has been in excess of

the number of seats and of the number that the building can comfortably accommodate. The question of enlargement of the capacity of the school, not only for pupils but also for work, must be taken up and considered before long. We are seriously retarding the growth and development of our schools by delaying the matter. Many of the questions now stirring the educational world must be worked through to the end here, and we should furnish as many facilities as possible for the work. If we do not, we shall certainly be left behind in the race.

It is perhaps singular, but it is none the less true, that there is a sharp competition in education. It is most clearly to be seen in Europe where Germany, Switzerland, France and England, in particular, and many others to some extent, are striving with all their might to see which shall best prepare and equip its children for the battle of life. They recognize the fact that, while on the fields of war the victory is with the side that has the heaviest artillery, the victories of peace are won by those who have the most true culture and the best training. To-day the German youth is fast supplanting the native born Englishman in the counting-room and on the docks of London and Liverpool. He is the better qualified of the two, and inevitably he carries the point and wins the day.

In our own country the Western States are particularly alive and in earnest over this question. While the older and conservative States upon the Atlantic slope have been steadily pursuing the even tenor of their way upon much the same plans as served a generation or two ago, our wide-

awake and progressive brothers have pushed far ahead until in many particulars they are accomplishing far more than we can do. They are more thorough and scientific in their primary work, and in many States they carry their provisions for education to a point so high that there is practically no limit to the education that is possible for the humblest of their citizens.

This broad and liberal culture is beginning to tell and the marvellous growth and development of those States, that are almost entitled to be ranked as empires in extent and power, are due not so much to the influx of the great masses of immigrants, or to natural wealth, as to the quickening and strengthening of their intellectual life, which has been made possible by their complete system of education. We have been accustomed always to think of the East as the great manufacturing centre, and so it is at present, but the tide is setting strongly westward and it will not be long before the balance will be in the valley of the Mississippi. To-day New England buys furniture and stoves in Michigan cheaper and better than she can make them herself.

It is sometimes claimed that we are educating the children away from labor; that we should curtail the amount of knowledge imparted by the school and turn the attention of the pupil more towards the means of getting his living. If I can read history at all correctly it teaches me that *all* knowledge is useful, that every realm of truth has its positive value for every one of us, that in the end, that individual and so that nation, will succeed best, viewed in any light you please, which is most fully and most thoroughly

educated. I do not believe we can adopt a more suicidal policy than to begin to pare down and trim the work of the schools. What we need to do is to make the education which they furnish as rich in its composition and as perfect in its development as the limits of human possibility will admit. "Knowledge is power" to-day, just as truly as it ever was; indeed it was never so powerful. But it is growing more and more powerful, just in proportion as the world becomes civilized, educated and brought under the influences which knowledge ever recognizes. Let it be our mission to help and not to hinder the coming of that day which is surely on its way, when knowledge shall fill the earth, even as the waters cover the sea.

THOMAS B. STOCKWELL.

# APPENDIX.



# SCHOOL OFFICERS AND TEACHERS IN PUBLIC SCHOOLS.

1886-87.

## BARRINGTON.

### COMMITTEE.

Ira A. Kent,	Geo. L. Smith,	Rev. Wm. M. Chapin,
Chairman.	Clerk.	Superintendent.

### TEACHERS.

<i>S. M. Abbott,</i>	Emma Frye,	Mary G. Osborn,
Prin. of High School.	Gertrude L. Gardner,	Susanna Young.
<i>Edna L. Barbour,</i>	J. Eliza Godfrey,	

## BRISTOL.

### COMMITTEE.

Isaac F. Williams,	Rev. Edward F. Carrigan,	Otis Munro,
Chairman.	Chandler H. Coggeshall,	<i>Samuel Norris, Jr.,</i>
John P. Reynolds,	James M. Gifford,	Stephen F. Peckham,
Supt. and Clerk.	John Lake,	Parmenas Skinner, Jr.,
Geo. U. Arnold,	John H. Manchester,	<i>Henry S. Swan, M. D.</i>
Edward S. Babbitt,	Ezra Mason,	

### TEACHERS.

Theron H. Carter,	Harriet A. Coggeshall,	Maria T. Moody,
Prin. of High School.	Harriet L. Coggeshall,	Elizabeth H. Pitman,
Reuben F. Randall,	Harriet M. Fales,	Mary A. Pitman,
Putman W. Taft,	Lida H. Fitch,	Annie Scanlon,
Anna B. Manchester,	Mary B. Fitts,	Anna R. Thompson,
Annie J. Adams,	Mary R. Gorham,	Cassie M. Thurston,
Ella E. Blakeslee,	Harriet B. Luther,	<i>Madeline R. Thurston,</i>
Gertrude E. Church,	Martha E. Mason,	Ina P. Warren.
Arabella J. Coggeshall,	C. Ada Monroe,	

## BURRILLVILLE.

### COMMITTEE.

<i>James S. Cook,</i>	Philip O. Hawkins,	* <i>Rev. A. H. Granger, D. D.</i>
Chairman.	Clerk.	Superintendent
		Caroline F. Peirce.

NOTE.—Where the Superintendent is not a member of the Committee, a \* precedes the name, A † precedes the names of Teachers in both Day and Evening Schools. Names of School Officers not reported last year are in italics, and a change in the official position of a member of the Committee is indicated by italicizing the title. Names of Teachers, except High School Teachers, are arranged alphabetically by sexes, and changes from report of last year are also in italics.



## TEACHERS.

*George Legg,*  
*Emma A. Angell,*  
*Lillia M. Bailey.*  
*Annie J. Baker,*  
*Sarah E. Batcheller,*  
*Olive L. Blackmar,*  
*Mary E. Brewer,*  
*Jennie M. Briggs,*  
*Annie L. Chandler,*  
*Addie M. Esten,*

*Cora J. Esten,*  
*Ida V. Hopkins,*  
*Sarah M. Lester,*  
*Margarita E. Lynch,*  
*Blanche E. Olney,*  
*Estella J. Phetteplace,*  
*Lottie R. Remington,*  
*Harriet H. Richardson,*  
*Elizabeth B. Sayles,*  
*Emma J. Sherman,*

*Viola E. Sherman,*  
*Alice M. Smith,*  
*Emma F. Spring,*  
*Nora E. Taft,*  
*Ella M. Thayer,*  
*Ellen M. Walling,*  
*Cora L. Whipple,*  
*Fanny H. Wight,*  
*Betsey A. Williams.*

## EVENING SCHOOL TEACHER.

Edward Brady.

## CHARLESTOWN.

## COMMITTEE.

S. B. Hoxsie, Jr.,  
 Chairman.

George C. Cross,  
 Clerk.

William F. Tucker,  
 Superintendent.

## TEACHERS.

*Susie A. Babcock,*  
*Mary E. Biven,*  
*Dorcie C. Browning,*  
*Emma A. Browning,*

*Mary E. Church,*  
*S. Lizzie Clark,*  
*Luella E. Farnsworth,*

*Dora Hoxsie,*  
*M. Anna Shove,*  
*Martha J. Wilbur.*

## COVENTRY.

## COMMITTEE.

George B. Parker,  
 Chairman.

Stephen W. Griffin,  
 Clerk.

Joseph Tillinghast,  
 Superintendent.

## TEACHERS.

*Caleb G. Bates,*  
*William B. Frackelton,*  
*Warren M. Greene,*  
*James H. Johnson,*  
*Edgar E. Matteson,*  
*Charles A. Parker,*  
*Charles H. Walker,*  
*James E. Williams,*  
*Mary E. Andrews,*  
*Sarah A. Ashworth,*  
*Bessie E. Batley,*  
*S. Augusta Bailey,*  
*Emma F. Borden,*

*Grace G. Bowen,*  
*Mary U. Brown,*  
*Emma S. Davis,*  
*Lovinia H. Davis,*  
*Emma B. Harrington,*  
*Minnie I. Kettelle,*  
*Harriet H. Leader,*  
*Mabel L. Leonard,*  
*Lelia Matteson,*  
*Annie L. Newton,*  
*Bertha E. Parker,*  
*Harriet A. Peck,*  
*Emma I. Phillips,*

*Mary H. Phillips,*  
*Anna J. Potter,*  
*Harriet M. Reynolds,*  
*Estella M. Rogers,*  
*Mary V. Snow,*  
*Sophie P. Snow,*  
*Alida M. Sweet,*  
*Annie M. Tew,*  
*Nettie A. Watson,*  
*Belle M. West,*  
*Ruth B. Whitford,*  
*Lillian E. Whitman.*

## CRANSTON.

## COMMITTEE.

Hugh B. Bain,  
 Chairman.

Joseph A. Latham,  
 Clerk.

Charles W. Earle,  
 Superintendent.

TEACHERS.

Charles H. Earle,  
James H. Earle,  
*C. A. Parker,*  
Allison W. Slocum,  
Harriet A. Armington,  
Harriet E. Bennett,  
Edith R. Bowen,  
Lula E. Brayton,  
Marcy W. Coe,  
*Alice C. Earle,*

*Annie G. Earle,*  
*Nellie I. Farrell,*  
*Isabella Greene,*  
Hannah A. Hall,  
*Maria M. Hastings,*  
*Annie E. Judkins,*  
*Annie King,*  
*Mary J. Muir,*  
Annie E. Nicholas,

Adela C. Salisbury,  
Jennie Smith,  
Ella E. Taylor,  
*M. Tew,*  
Clara E. Weeden,  
Lydia A. Whitman,  
Caroline E. Wickes,  
Aida Hubbard,  
Teacher of Music.

CUMBERLAND.

COMMITTEE.

Charles O. Flagg,  
Chairman.  
Samuel E. Carpenter,  
Horace A. Follett,

*Charles E. Howes,*  
Clerk.  
*Arlon M. Razez,*

Rev. Robert Murray, Jr.,  
Superintendent.  
*George E. Whipple.*

TEACHERS.

† *Henry G. Fall,*  
† *Sereno T. Jencks,*  
† Jason A. Keach,  
Frederick A. Lyman,  
*Benjamin B. Stoddard,*  
Marion L. Angell,  
Ruth A. Angell,  
Nellie F. Barbour,  
L. Laurene Bartlett,  
*Clara A. Carpenter,*  
Lillian L. Daniels,

Minerva W. Dexter,  
*Susie R. Estes,*  
Elinor F. Harris,  
† Jane E. Hastings,  
Mary E. Haynes,  
Clarissa A. Hindley,  
Lina G. Hixon,  
Emily Hoag,  
M. Antoinette Hoag,  
*Hattie E. Holmes,*  
Sarah J. Hornby,

*Annie L. Jencks,*  
*Emily M. Johnston,*  
Annie L. Miller,  
Mary J. Pickett,  
Emily M. Randall,  
*Lizzie W. Smith,*  
Lucy A. Tanner,  
*Lillie G. Turner,*  
*Elsie C. Waterman,*  
Sarah M. Whittemore.

EVENING SCHOOL TEACHERS.

*Frederick Carpenter,*  
*Horace W. Keach,*  
Walter E. Keach,

*Alexander Marshall, Jr.,*  
*Joseph McDonald,*

*Fanny C. Dexter,*  
*Elizabeth A. Ryan.*

EAST GREENWICH.

COMMITTEE.

Jas. H. Eldridge, M. D.,  
Chairman.  
Thomas J. Allen,  
John Davis,

Albert J. Congdon,  
Clerk.  
John R. Kenyon,

\*Daniel C. Kenyon,  
Superintendent.  
Charles S. Wightman.

TEACHERS.

Vernum J. Briggs,  
*Warren M. Greene,*  
Albert C. Richmond,  
Mary A. Arnold,

Sarah A. Boardman,  
*Nettie M. Carpenter,*  
Lillian Foss,  
Anna F. Holden,

Mercy J. Hoxsey,  
*Susie A. Pierce,*  
Jennie A. Thomas,  
Mary L. M. Wickes.

## EAST PROVIDENCE.

## COMMITTEE.

Edward P. Adams,  
*Chairman.*  
 William W. Ellis,

Albert P. Hoyt,  
*Clerk.*  
 Simeon Hunt, M. D.

George N. Bliss,  
*Superintendent.*

## TEACHERS.

J. Irvin Chaffee,  
 Prin. of High School.  
 Annie P. Moore,  
*Sarah E. Case,*  
 Harriet E. Adams,  
 Eva M. Anthony,  
 Carrie F. Armington,  
 Marion Bliven,  
 Amy F. Bowen,  
 Emma J. Burr,  
 Annie L. Campbell,  
*Mary E. Carpenter,*  
 Mabel N. Chace,  
 Irene C. Chipman,

*Mary L. Cummings,*  
 Martha B. Durfee,  
 Emma F. Farrell,  
 Lizzie B. Gibbs,  
 Cornelia M. Goff,  
*Patience W. Goff,*  
 Fanny Griswold,  
 Anna L. Ide,  
 Mary A. Lawson,  
*Susan Maguire,*  
 Louella A. Miles,  
 Eugenie C. Pagny,  
 Julia B. G. Plummer,

Emma F. Read,  
*Sallie L. Read,*  
 Annie A. Reid,  
 Mary J. Richardson,  
 Fanny D. Smith,  
 Lillian F. Spink,  
*Mattie L. Starr,*  
 Harriet E. Straight,  
 Annie L. W. Thomas,  
 Ellen T. Tobin,  
 Clara B. Whitmarsh,  
 Aida Hubbard,  
*Teacher of Music.*

## EXETER.

## COMMITTEE.

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*Supt. and Chairman.*

George A. Thomas,  
*Clerk.*

Nathan B. Lewis.

## TEACHERS.

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 Allen N. Hoxsie,  
 Charles C. Reynolds,  
 Robert B. Richmond,  
*Winfield Shearman,*  
*Benj. H. Sheldon,*  
 Otho Tarbox,

Elmer E. Wilcox,  
*Ella F. Barber,*  
*Lydia A. Barber,*  
*Annie E. Bates,*  
*Alice E. Brayman,*  
 Caroline M. Brayman,

M. Ida Dockrey,  
*S. Bay Edwards,*  
 Ella P. Himes,  
*Minnie E. Niles,*  
*Lilian B. Northup,*  
*Estella Rogers.*

## FOSTER.

## COMMITTEE.

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*Chairman.*

Elmer F. Stone,  
*Clerk.*

*Richard G. Stone,*  
*Superintendent.*

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*Earl C. Fry,*  
*Benjamin F. Hall,*  
 Daniel Howard,  
 James L. Phillips,  
*Brayton A. Round,*  
*Willis H. Shippee,*  
*Elmer F. Stone,*  
*James A. Stone,*  
 Richard G. Stone,

James S. Tucker,  
 Lydia C. Armstrong,  
 Waity A. Bennett,  
 Susan E. Ford,  
*Mabel V. Gallup,*  
 Harriet M. Geer,  
 Ida S. Harrington,  
*Annie M. Howard,*  
 Patie B. Parker,  
*Emma L. Phillips,*

*Mary E. Phillips,*  
 Nellie B. Potter,  
 Hannah M. Pray,  
*Evelyn Randall,*  
 Marion Randall,  
 Cora J. Stone,  
*H. Louise Wade,*  
*Evelyn O. Walker,*  
*Marion I. Wright.*

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Geo. A. Harris, M. D.		

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<i>William C. Case,</i>	<i>Clara M. Barnes,</i>	<i>Annie J. Dean.</i>
<i>Percy E. Cook,</i>	<i>Alice M. Bearse,</i>	<i>Grace I. Holland,</i>
<i>George O. Hopkins,</i>	<i>Lillian G. Brown,</i>	<i>Hattie W. Hopkins,</i>
<i>Daniel Howard,</i>	<i>Lydia M. Clarke,</i>	<i>Annie S. Irons,</i>
<i>Jesse B. Mowry,</i>	<i>Zelotie A. Coman,</i>	<i>Estella J. Phetteplace,</i>
<i>Samuel S. Stone,</i>	<i>M. Helen Converse,</i>	<i>Emma I. Phillips,</i>
<i>Ellen C. Arnold,</i>	<i>Bertha E. Cook,</i>	<i>Ella M. Steere.</i>
<i>Grace T. Ballard,</i>	<i>Nora B. Cushing,</i>	

# HOPKINTON.

## COMMITTEE.

Rev. James R. Irish, Chairman.	P. M. Barber, 2d, Supt. and Clerk.	Rev. E. P. Mathewson.
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## TEACHERS.

<i>Henry L. Allen,</i>	<i>Jessie F. Briggs,</i>	<i>Elvira M. Perry,</i>
<i>F. L. Bond,</i>	<i>Alice L. Burdick,</i>	<i>Jennie M. Sisson,</i>
<i>Elbert W. Clarke,</i>	<i>Clara J. Burdick,</i>	<i>Mary L. Spicer,</i>
<i>Edwin A. Noyes,</i>	<i>Harriet D. Collins,</i>	<i>Fannie P. Stanton,</i>
<i>Thomas G. Rees,</i>	<i>Ruth A. Crandall,</i>	<i>Della M. Sullivan,</i>
<i>A. W. Sullivan,</i>	<i>Sarah A. Hossie,</i>	<i>Mabel E. Taylor,</i>
<i>Thomas Wheeler,</i>	<i>Amelia Kenyon,</i>	<i>Bertha M. Wilbur,</i>
<i>Frank E. Williams,</i>	<i>Cora L. Kenyon,</i>	<i>Elizabeth C. Wilbur,</i>
<i>Phoebe M. Babcock,</i>	<i>Clara A. Olney,</i>	<i>Etta M. Wilcox.</i>

# JAMESTOWN.

## COMMITTEE.

<i>Willard B. Peckham,</i> Chairman.	Thomas G. Carr, Clerk.	Thomas H. Clarke, Superintendent.
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## TEACHERS.

Ralph G. Potter, <i>Newton M. Symond,</i>	<i>Amasa C. Whipple,</i> <i>Agnes L. Gifford,</i>	Helen B. Landers.
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# JOHNSTON.

## COMMITTEE.

<i>George C. Cales,</i> Chairman.	Victor F. Horton, Supt. and Clerk.	Daniel W. Irons.
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## TEACHERS.

<i>Ferdinand C. French,</i> Prin. of High School.	Earl P. Blanchard, T. Fenner Irons,	<i>Alvertus Martin,</i> William S. Steere,
--	--	---

Lillian Angell,  
 Philena M. Angell,  
 Kate E. Bode,  
 Abby M. Bowen,  
 Florence N. Buzzell,  
 Minnie L. Cameron,  
 Sarah E. Case,  
 Mary A. Clemence,  
 Lillie M. Cole,  
 Mary M. Cole,  
 Annie L. Darrah,

Clara Dexter,  
 Carrie P. Gardner,  
 Agnes C. Gormley,  
 Minnie A. Greene,  
 Alice M. Horton,  
 Ellen E. Irons,  
 Mabel T. Lowe,  
 Rhoda E. Moore,  
 Nancy E. Morse,  
 Christina C. O'Keefe,  
 Helena O'Keefe,

Mary H. Rochon,  
 Sarah S. Simmons,  
 Eliza Smith,  
 Cora A. Sprague,  
 H. Gertrude Steere,  
 Ina V. Steere,  
 Annie L. Stimpson,  
 M. Emma Tufts,  
 Florence Webb,  
 Harriet A. Winsor.

## LINCOLN.

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*Chairman.*

Frank Millett,  
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 †Alfred G. Collins,  
 †Henry H. Jenckes,  
 Ernest E. Wilbur,  
 Emma A. Alexander,  
 Ruth P. Angell,  
 Maude I. Bibby,  
 Mary D. Bowen,  
 Elizabeth M. Bray,  
 Annie Clark,  
 Kate A. Clark,  
 Mary W. Collins,  
 Sarah A. Cowperthwaite,  
 Addie A. Cozzens,  
 Carrie C. Davis,  
 J. Alice Davis,

Harriet E. Davison,  
 Flora E. Fairman,  
 Emma R. Freeman,  
 Ida E. Gardiner,  
 Luella D. Gardiner,  
 Fanny G. Goff,  
 Sarah E. Goldsmith,  
 Lydia B. Gooding,  
 Elizabeth A. Griffin,  
 Charlotte M. Hancock,  
 Ella V. Hazard,  
 Emma D. Kelley,  
 Lucy Lyon,  
 Abby M. Martin,  
 Ada S. Matthews,  
 Mary E. McLoughlin,

Josephine G. Moore,  
 Desire F. Murray,  
 M. Estelle Newell,  
 Elizabeth M. Paine,  
 Melvina D. Paine,  
 Ella M. Patt,  
 Fronie E. Peabody,  
 Ida I. Phillips,  
 Ella M. Pierce,  
 Carrie A. Ray,  
 Mary A. Thresher,  
 Cora B. Thurber,  
 Harriet S. Trafton,  
 Anna M. Whipple,  
 Harriet N. D. Wilbur,  
 Flora P. Wood,

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Michael F. Cavanaugh,  
 James F. Murphy,  
 Sadie E. Bates,

Matilda Crumley,  
 Ida Frost,

Mary E. McDevitt,  
 Margerita G. Roe.

## LITTLE COMPTON.

## COMMITTEE.

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*Chairman.*  
 George H. Gifford.

Frank E. Simmons,  
 Clerk.

\*Rev. Wm. D. Hart,  
 Superintendent.

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 Halsey Chase,  
 G. Fred. Davis,  
 Fred. M. Shaw,  
 Alice M. Bearse,  
 Clara A. Browne,

Harriet J. Brown,  
 Harriet J. Brownell,  
 Leonora W. Chase,  
 Alice M. Gifford,  
 Edith S. Miller,

Elizabeth W. Pool,  
 Hattie B. Snell,  
 Augusta E. Storer,  
 M. Etta Thomas,  
 Macie D. Wordell.

## MIDDLETOWN.

## COMMITTEE.

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Chairman.  
Lyman H. Barker,

Joel Peckham,  
Supt. and Clerk.  
Philip A. Brown,

Charles H. Hazard.

## TEACHERS.

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*C. Etta Brown,*

Alice C. Earle,  
*Adelaide Newell,*

Annie P. Smith,  
Hannah A. Stevens.

## NEWPORT.

## COMMITTEE.

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Secretary and Supt.  
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Frank F. Nolan,  
Rev. Warren Randolph,  
John P. Sanborn,  
Wm. P. Sheffield, Jr.,

A. S. Sherman,  
William A. Stedman,  
Henry E. Turner, Jr.,  
Rev. M. Van Horne,  
John G. Weaver, Jr.

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*Rogers High School.*

Frederic W. Tilton,  
Head Master.

Frank E. Thompson,  
Isaac B. Burgess,

Mrs. J. Vogt Smith,  
Sarah C. Weaver.

*Grammar, Intermediate, Primary and Ungraded Schools.*

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Henry W. Clarke,  
*Clara A. Atkinson,*  
Fannie W. Aylsworth,  
Elizabeth C. Boss,  
Rebecca K. Bosworth,  
Rebecca T. Bosworth,  
Anna E. Brice,  
Mary B. Burdick,  
Alice W. Carr,  
Florence T. Carr,  
Emily B. Chase,  
Ednah C. Chase,  
Flora M. Clarke,  
Annie Cottrell,  
*Sarah L. Currin,*  
Adelaide B. Downing,

Hattie S. Downing,  
*Mary J. Dring,*  
Adelaide C. Fadden,  
Harriet S. Fales,  
Sarah E. Fales,  
*Lizzie E. Finlay,*  
Eleanor L. Freeman,  
*Harriet E. French,*  
Rachael M. Friend,  
Etta C. Gorton,  
Hannah Gorton,  
*Phebe A. Greenman,*  
Alice Hammett,  
Elizabeth Hammett,  
Alice J. Jones,  
Elizabeth C. Kiernan,  
Mary S. Martin,

*Lizzie Murphey,*  
*Sadie A. Norman,*  
S. Josephine Peabody,  
Julia F. Pitman,  
*Emma C. Proud,*  
*+ Belle M. Randolph,*  
Martha A. Smith,  
*Marian C. Stanhope,*  
Elizabeth R. Sterne,  
Mary L. Thurston,  
Mary S. Tilley,  
Helen M. Ward,  
Mary E. Wood,  
Jacob L. Frank,  
Teacher of Music.  
Loresta E. French,  
Teacher of Drawing.

## EVENING SCHOOL TEACHERS.

Daisy C. Allen,  
Henrietta C. Ellery,  
Mary G. Ellery,

Amelia M. Greene,  
*Sarah Hammond,*  
Caroline M. Vose,

Margie C. Wilcox,  
*Edna F. Williamson.*

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## COMMITTEE.

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Edward P. Littlefield,

John P. Champlin,  
Clerk.  
John R. Littlefield,

\*Charles E. Perry,  
Superintendent.  
John R. Payne.

## TEACHERS.

Edward P. Champlin,  
C. G. Haskell,  
A. E. Porter,

Henry J. Potter,  
L. S. Pratt,  
S. B. Witter,

Bernice L. Day,  
Mary Lillie,  
Lucretia D. Mott.

## NORTH KINGSTOWN.

## COMMITTEE.

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James A. Matteson,

S. Oscar Myers, M. D.,  
Clerk.  
Samuel B. Church, M. D.

William C. Baker,  
Superintendent.

## TEACHERS.

Amos T. Bliven,  
Oliver P. Clarke,  
George E. Gardiner,  
Walter L. Howard,  
Albert E. Kenyon,  
Edward S. McFee,  
Elisha T. Reed,  
Azal W. Tefft,  
Abby E. Allen,  
Florence S. Allin,

Irene C. Barnes,  
Ruth E. Brown,  
Sarah A. Champlin,  
Sadie S. Collins,  
Mary A. Congdon,  
Jane Dewnap,  
Martha Dimon,  
Mary L. Felt,  
Abby P. Gardiner,  
Susan W. Lewis,

Hattie E. Lillibridge,  
Eva L. Matteson,  
Mary A. Matteson,  
Lulu A. Reynolds,  
Eliza B. Richardson,  
Sarah L. Sherman,  
S. Maria Smith,  
Grace H. Spink,  
Lillie B. Weeden.

## NORTH PROVIDENCE.

## COMMITTEE.

George W. Gould,  
Chairman and Supt.

Henry H. Handy,  
Clerk.

Myron H. Hawkins,  
Benjamin Sweet,  
Martin W. Thurber.

## TEACHERS.

Daniel W. Irons,  
Calvin D. Tucker,  
Caroline E. Barnes,  
E. Nettie Brayton,

Harriet M. Burton,  
Lucy J. Manchester,  
Harriet C. Reynolds,  
Susan M. Steere,

Evelyn A. Thurber.  
Nathan B. Sprague,  
Teacher of Music.

## NORTH SMITHFIELD.

## COMMITTEE.

John H. Bailey, Jr.,  
Chairman and Supt.

James I. Hotchkiss,  
Clerk.

Sarah Marble.

## TEACHERS.

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† Walter H. Tabor,  
Cora M. Bailey,  
Mary G. Brayton,  
Elizabeth Brown,  
Harriet E. Dirk,  
Elizabeth H. Fleming,

Bertha L. Greene,  
Imogene F. Haskell,  
Amanda Hunt,  
Mary E. Hunt,  
Evelyn M. Johnson,  
† Harriet T. Johnson,  
Lizzie E. Maher,

Abbie H. Mowry,  
Grace L. Mowry,  
Annie L. Parker,  
Margaret E. Reilly,  
Phebe L. Richardson,  
Cynthia Staples.

PAWTUCKET.

COMMITTEE.

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TEACHERS.

George J. McAndrew, Prin. of High School.	Rosanna Delano, <i>Alice A. Eastwood.</i>	<i>Ellen McFee,</i> Mary J. Meader,
Elmer Case,	S. Fanny Eddy,	Emma J. Messinger,
George W. Cole,	M. Etta Elliott,	Fannie J. Moroney,
<i>Frank O. Draper,</i>	L. Frances Estes,	Carrie B. Mowry,
Henry W. Harrub,	Emilia M. Flagg,	Lilian A. Newell,
S. Alva Johnson,	S. Alice Franklin,	<i>Susie B. Newell,</i>
J. Lewis Wightman,	Mahala W. French,	Elizabeth O'Brien,
<i>Mary P. Sanborn,</i>	Nettie L. French,	Lydia A. Paine,
Ida A. Tiffany,	<i>Helen A. Giffillan,</i>	Ernestine Patterson,
Eliza F. Weeden,	Mary A. Goddard,	Kate D. Perry,
Marietta R. Mason,	Carrie Greene,	Fanny R. Pierce,
Annie M. Allen,	Louise H. Greene,	Franc E. Potter,
Grace G. Allen,	Emily A. Hale,	Louise P. Remington,
Emogene Allyn,	<i>Carrie E. Hoag,</i>	Myra S. Robinson,
<i>Julia S. Aery,</i>	Harriet R. Hopkins,	Estella F. Scott,
Angeline W. Bishop,	Florence B. Howland,	<i>Lizzie W. Smith,</i>
Ellen M. Brady,	Jennie Jeffers,	<i>Josie B. Stuart,</i>
May Bromley,	Jennie B. Jencks,	Emma T. Tower,
Margaret G. Butler,	Mary T. Jenks,	Olive H. Warner,
Mary T. S. Carey,	<i>Lillian F. Jollie.</i>	Harriet E. Whipple,
Clara E. Carpenter,	Sarah L. Keenan,	Charlotte S. Wiley,
Hattie L. Chaplin,	<i>Anna J. Larrabee,</i>	Harriet C. Wilson,
Annie L. Chatterton,	Ellen C. Martin,	<i>Leona M. Wood,</i>
<i>Onie I. Conland,</i>	Emma F. Martin,	Albert C. White,
Louisa Cushman,	Agnes McAndrew,	Teacher of Music.
Fanny A. Darrah,	Margaret L. McCudden,	

EVENING SCHOOL TEACHERS.

James E. Banigan,	<i>Charles A. Meader.</i>	Maria S. Glasby,
George J. Bloomfield,	J. Eugene Osgood,	Lena F. Goodfellow,
<i>Ralph R. Clapp,</i>	George F. Perkins,	Elizabeth C. Hicks,
<i>William I. Cronin,</i>	Wm. L. Perkins,	Ellen M. Jencks,
Claude J. Farnsworth,	<i>Peter J. Quinn,</i>	Jane I. Jencks,
Clifton A. Hall,	Herbert A. Rice,	<i>Maggie J. Ludgate,</i>
Lincoln C. Heywood,	Henry F. Walker,	<i>Mary L. McCready,</i>
Thos. H. Keefe,	William A. Whipple,	Ellen J. McCudden,
<i>Richard A. Martin,</i>	Irvin Y. Woolley,	<i>Agnes McGurn,</i>
Charles J. McAllice,	<i>Mary L. Cullen,</i>	Annie J. Mooney,
William H. McKitchen,	Ellen Cushman,	Lillie E. Slocum.

PORTSMOUTH.

COMMITTEE.

Elbridge I. Stoddard, Chairman.	Joseph Coggeshall, Clerk.	* Rev. J. Sturgis Pearce, Superintendent.
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† Not a Member of the Committee.



*Thomas L. Albro,*  
*Edward F. Dyer,*

*George R. Hicks,*  
*Stephen T. Sherman,*

*Jonathan A. Sisson,*  
*Thomas J. Sweet.*

## TEACHERS.

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*Amasa C. Whipple,*  
*Alice M. Baker,*  
*Henrietta Chase,*  
*Isabella G. Chase,*

*Lillian G. Collins,*  
*Sadie S. Collins,*  
*Clara E. Dennis,*  
*Isabella F. Fish,*  
*Addie W. French,*

*Harriet E. French,*  
*Mary E. Hanson,*  
*Sarah Hoxsie,*  
*Martha M. Queripel.*

## PROVIDENCE.

## COMMITTEE.

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Acting Mayor.

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*Thos. J. Bannon,*  
*George E. Barstow,*  
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*Rev. Moses H. Bixby,*  
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*Albert C. Day,*  
*Martin C. Day,*  
*Arthur W. Dennis,*  
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President of the Com-  
mon Council.

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*Daniel Perrin,*

\* *Horace S. Tarbell,*  
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† *Fred I. Marcy,*  
Chairman of Committee  
on Education.

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*John Randolph,*  
*Elisha H. Rhodes,*  
*Emulus Rhodes,*  
*J. William Rice,*  
*Henry R. Rogers,*  
*Rev. Henry W. Rugg,*  
*Richard M. Sanders,*  
*Adeline E. H. Slicer,*  
*James H. Smith,*  
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*John H. Sweet,*  
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*John C. Thompson,*  
*Rev. James G. Vose,*  
*Rev. Samuel H. Webb,*  
*Hunter C. White,*  
*Edwin Winsor.*

## TEACHERS.

*High School.*

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*William T. Peck,*  
*Benjamin Baker,*  
*Walter G. Webster,*  
*Will. C. Ingalls,*  
*Walter B. Jacobs,*  
*Arthur C. Barrows,*  
*William C. Burwell,*

*John Daboll,*  
*Henry O. Tripp,*  
*Sarah E. Doyle,*  
*Rebecca E. Chase,*  
*Rosamond R. Leavens,*  
*Ellen Dodge,*  
*Elizabeth J. Chase,*  
*Helen S. Joy,*

*Agnes F. Williams,*  
*Alice D. Mumford,*  
*Ellyn A. Clarke,*  
*Harriet L. Hayward,*  
*Bessie G. Merriam,*  
*Harriet M. White,*  
*Elizabeth C. Shepley,*  
*Lizzie E. Olney.*

*Grammar Schools.*

*George E. Church,*  
*J. Milton Hall,*

*Eli H. Howard,*  
*Albert J. Manchester,*

*Lewis H. Meader,*  
*Joseph E. Mowry,*

† Member ex-officio.

‡ Not a member of the Committee.

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Stella C. Allen,  
Laura E. Almy,  
Juliana T. Armington,  
Anna F. Baker,  
Louise M. Balch,  
Sarah D. Barnes,  
Lucy M. Beane,  
Mary J. Behan,  
Ella Blackburn,  
Anna L. Bliven,  
Charlotte Blundell,  
Helen N. Bowen,  
Abby L. Bowker,  
Ellen L. Brown,  
Mary L. Brown,  
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Lydia S. Durfee,  
Rhoda A. Esten,  
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*Anna T. Farrell*,  
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Florence N. French,  
Laura I. French,  
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Harriet R. Greene,  
Georgianna M. Hall,  
Martha W. Hall,  
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Delia E. Harvey,  
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Harriet E. Hewitt,  
Clara L. Hull,  
Harriet E. Humes,  
Mary E. Johnson,  
Nellie G. Johnson,  
Susan R. Joslin,  
Maria L. Judkins,  
Ellen LeGarde,  
Mary A. Lee,  
M. Esther Lindsey,  
Wilhelmina A. Luft,  
Isabel F. Martin,

Annie E. McCloy,  
Ellen McCrillis,  
Elizabeth J. Molloy,  
Mary J. Nichols,  
Elizabeth M. Noonan,  
Julia A. Osgood,  
Emma R. Osler,  
Elizabeth Owen,  
Adelaide D. Padelford,  
Sarah C. Padelford,  
Mary L. Peck,  
Clara F. Perry,  
Catherine D. Pike,  
Esther A. J. Porter,  
Sarah A. Purkis,  
Harriet A. Rea,  
Eva T. Ring,  
Rebecca L. Ring,  
Ellen A. Salisbury,  
Elizabeth B. Sawyer,  
Emeline A. Sayles,  
Emma Shaw,  
Lucy C. Stanley,  
Addie M. Stockbridge,  
Ednah L. Swan,  
Harriet A. Swan,  
Maria L. Taft,  
Dorcas B. Teel,  
Martha B. Teel,  
Ida M. Thomas,  
Lemira S. Tingley,  
Caroline A. Vaughn,  
Emily P. Wilbur,  
Lillian R. Willoughby,  
Harriet E. Wood.

*Intermediate Schools.*

Sarah A. Alley,  
Phebe A. Andrews,  
Flora E. Angell,  
Mary W. Armington,  
Rebecca B. Armington,  
Sarah J. H. Bacon,  
Arabel E. Barber,  
Abby V. Barney,  
Mary E. Bicknell,  
Nellie Branch,  
Eleanor H. Burroughs,  
Abby F. Butler,  
Anna B. Clapp,  
Anna E. Cobb,  
Carrie M. Conant,  
Elizabeth J. Cory,  
Ellen F. Crocker,  
M. Emily Cushing,  
*Elizabeth J. D'Arcy*,  
*Anna F. Davenport*,  
Ella S. Dawley,

Mary C. Deveraux,  
Emma L. Dunham,  
Julia A. Dunham,  
Maria F. Dunham,  
Eleanor Dunn,  
Elizabeth M. Emerson,  
Abby A. Evans,  
Lucy A. Frost,  
Ellen I. Gage,  
Annie L. Gorman,  
Catherine C. Gorman,  
Eliza F. Gorman,  
Fannie A. Greene,  
Julia D. Greene,  
Mary L. Harding,  
Abby W. Harvey,  
Abby A. Hathaway,  
*Jane L. Holt*,  
Abby P. Hopkins,  
Ellen M. Hopkins,  
Eliza C. Hunt,

Mary A. Huntington,  
Charlotte C. Ingraham,  
Eudora E. Joslin,  
Mary J. Kenney,  
Amelia P. Kimball,  
Georgietta F. Lord,  
Ella McLane,  
Lillie McNaughton,  
Abby B. Metcalf,  
Kate L. Murphy,  
Adela N. Padelford,  
Elizabeth Passmore,  
Marietta P. Pearce,  
M. Louise Peterson,  
Ella L. Phillips,  
Ella M. Pierce,  
Louisa M. Pierce,  
Harriet C. Randall,  
Eleanora Read,  
Belle M. Rich,  
Mary Salmon,

Mary G. Tasker,  
Janette R. Tingley,  
Elizabeth L. Towne,  
Annie P. Walker,

Adelaide M. Waterman,  
Julia A. Waterman,  
Mary F. Waterman,  
Nellie F. Webster,

Alice F. White,  
Maria H. Wilbor.  
Caroline E. Work.

*Primary Schools.*

Edith R. Allen,  
Mary L. Anthony,  
Adeline Y. Armington,  
Emma F. Armington,  
Mary E. Arnold,  
Etta G. Bailey,  
Lenora S. Ballou,  
Annie F. Bartlett,  
Adaline F. Bennett,  
*Amelia E. Berg,*  
Bessie M. Blinkhorn,  
*Cora A. Bowen,*  
Florence E. Bowen,  
Hannah S. Bowen,  
Mary C. W. Bowen,  
Ella C. Bradley,  
Margaret H. Brennan,  
*Irene C. Briggs,*  
Fanny B. Brightman,  
Lillian I. Brown,  
S. Carrie Brown,  
Sarah W. Browning,  
Amy S. Bucklin,  
Jane F. Bucklin,  
Emma M. Budlong,  
Ida M. Budlong,  
Anna B. Caffrey,  
Anna W. Capron,  
Ellen A. Chace,  
*Josephine J. Chace,*  
Matilda M. Clapp,  
Mary Cobb,  
Nancy A. Collins,  
Myra E. Colwell,  
Mary J. Cooney,  
Emma J. Craig,  
Charlotte E. Danforth,  
Alice J. Dennis,  
*Josephine Dillon,*  
Anna G. Duffy,  
Elizabeth M. Duffy,  
Alice J. Eastwood,  
*Cora F. Edgar,*  
*Marian L. Earle,*  
*Helen S. Essex,*  
Elizabeth J. A. Farrell,  
*Emma F. Farrell,*  
Mary A. Farrell,  
Lois A. Felton,  
Annie W. Field,  
Julia Folsom,  
Dora W. George,  
Lottie Y. Gladding,

*Eva F. Goff,*  
Alice J. Greene,  
Ella A. Greene,  
Emma F. Greene,  
Catherine M. Hackett,  
Carrie L. Hall,  
Martha A. Halton,  
Maggie L. Hamill,  
Avis A. Hawkins,  
Emma S. Hayward,  
Flora G. Henry,  
Minnie B. Higgins,  
Eliza J. Hopkins,  
Mary S. Houghton,  
Ida A. Howard,  
Cora I. Hudson,  
Harriet E. Hughes,  
Emma P. Hussey,  
Carrie A. Jenks,  
Caroline M. Johnson,  
Corinne C. Johnson,  
Martha M. Jones,  
Maggie L. Kane,  
Annie C. Kenyon,  
Celia A. King,  
Elma M. Knowles,  
Lucy A. Like,  
Mary E. Like,  
Rachel G. Linton,  
Fanny G. Livsey,  
Harriet N. Lovett,  
Mary R. Lovett,  
Anna C. Magnus,  
Elise T. Magnus,  
Martha J. Marshall,  
Lizzie A. Martin,  
*May Martin,*  
*Ada E. Mason,*  
Minnie W. Mason,  
Jennie A. McComb,  
Mary A. McEntee,  
*Eliza A. McGuinness,*  
Agnes McIver,  
*Mary R. McNerney,*  
Lucy A. Metcalf,  
Leonette D. Mooney,  
Ida E. Morse,  
Orianna E. Nichols,  
Catherine O'Reilly,  
Fanny M. Otis,  
Hattie B. Paine,  
Emma E. Pfanner,  
Elizabeth K. Phillips,

S. Ida Phillips,  
Lucy M. Pierce,  
Mary A. M. Pierce,  
S. Frances Pike,  
Abby W. Potter,  
Lillian A. Potter,  
Sarah F. Randall,  
*Florence G. Reynolds,*  
Carrie L. Rice,  
Alice I. Roberts,  
Elizabeth S. Robinson,  
Fannie W. Robinson,  
Martha A. Rounds,  
Emma Schaffer,  
Bessie M. Scholfield,  
Antonia F. L. Schubarth,  
Minnie J. Schubarth,  
Abby C. Seymour,  
Lena D. Sheldon,  
*Sarah E. Simmons,*  
Elizabeth H. Smith,  
Esther A. Smith,  
Charlotte Snow,  
Luella B. Snow,  
*Cordelia J. Stanwood,*  
Martha Stone,  
Nora O. Sullivan,  
Harriet I. Swan,  
Grace B. Sweet,  
Joanna S. Sweet,  
Mary E. Tempest,  
*Pauline E. Tingley,*  
Imogene A. Truman,  
Albina J. Vallily,  
Hortense T. Vallily,  
Abby S. Vose,  
Ada S. Watson,  
Mary E. Weld,  
Mary C. Wheeler,  
Phebe E. Wilbur,  
Martha Winchester,  
Mary E. Wood,  
Jennie F. Work,  
Agnes Wright,  
Benjamin W. Hood,  
Prin. Teacher of Music.  
Dora E. Curtis,  
Sarah N. Farmer,  
Mary J. Muir,  
Asst. Teachers of Music.  
Jean E. Guilbert,  
Teacher of French.

Mary E. Cary,  
Mary E. Engley,

Martha L. Whitaker,  
Teachers of Sewing.

Abby M. White,  
Teacher of Drawing.

## EVENING SCHOOL TEACHERS.

Clarence A. Aldrich,  
*Visiting Principal.*  
Gardner C. Anthony,  
Edwin T. Banning,  
Clarence A. Barbour,  
*Francis J. Belcher,*  
Bertram S. Blaisdell,  
James R. Day,  
Charles E. Dennis, Jr.,  
*James Foster,*  
*John P. Fox,*  
*Wm. T. Greene,*  
Edward W. Hamilton,  
Frank Healey,  
*Iroing C. Hicks,*  
Clark H. Johnson,  
William E. Kelly,  
Lucky A. Lindsey,  
*Henry P. Loverwell,*  
Charles F. Medbury,  
*B. S. Morse,*  
William P. Mudge,  
*Charles C. Mumford,*  
William H. O'Neil,  
Joseph P. O'Connell,  
William Overton, Jr.,  
Herbert W. Parmenter,  
J. Wheaton Phillips,  
*H. Lester Place,*  
Carl C. Plehn,  
John C. Quinn,  
*Charles F. Reed.*  
*Charles A. Sawyer,*  
Dennis H. Sheehan,  
Joseph N. Sheehan,  
Samuel S. Stone,  
Wm. H. Sweetland,  
*J. F. Thompson,*  
*Carl E. Tucker,*  
*Fred A. Turner,*  
William H. Wakeman,  
*Arthur E. Watson,*  
Frank H. Wilder,  
John P. Williams,  
James W. Williams,  
William H. Williams,  
*Frederic W. Wing,*  
*Nathan M. Wright,*  
Richard Wright,  
*Herrick P. Young,*

Dora Appleton,  
Mary J. Armstrong,  
*Julia E. C. Arnold,*  
*Cora B. Ash,*  
Ella J. Bartlett,  
Mary E. Blanchard,  
*Kate E. Bode,*  
Eliza A. Boyle,  
Emma F. Burgess,  
M. Lillian Burlingame,  
Annie M. Burns,  
Mary Callahan,  
Amelia E. Carpenter,  
*Florence E. Carpenter,*  
Josephine A. Chappell,  
Emma B. Chase,  
Nellie L. Clark,  
*Rufina Clegg,*  
Agnes N. Conlon,  
Emma E. Cooke,  
Mary B. Cory,  
Minnie L. Cunliffe,  
Rebecca R. Cushing,  
Minnie F. Dow,  
*Currie M. Drew,*  
*Helen M. Drew,*  
Adelaide N. Drowne,  
*Elizabeth E. Duffy,*  
Sarah J. Dustin,  
*Katie M. Dwyer,*  
*Helen E. Essex,*  
Alice E. Fancher,  
Minnie A. Farrell,  
Adele M. Foley,  
*Belle E. Forsyth,*  
Alice L. Foster,  
Sarah F. Gardner,  
Mary J. Geary,  
Cassie P. Gladding,  
Mary E. Gorman,  
Edith E. Green,  
Nellie A. Green,  
Teresa A. Hannah,  
Mary B. Harris,  
Ella P. Hill,  
Lizzie A. Holland,  
*Margaret A. Hone,*  
*Annie Horton,*  
Henrietta C. Huxford,  
Mary A. Jones,

Mabel A. Kenerson,  
Minnie E. Kenney,  
Amelia J. Kenyon,  
Jennie LeGarde,  
Nora M. Lewis,  
*Susie W. Lewis,*  
*Mary N. Lovett,*  
Anna M. Lyon,  
Ida J. Maker,  
*Ella J. Marshall,*  
Esther A. Mason,  
Louise L. Mason,  
*Celia B. McAleer,*  
Jennie McCabe,  
Mary McDonald,  
Eliza A. McGuinness,  
*Jennie J. McKenna,*  
Mary V. McNerney,  
*Maggie F. Mosker,*  
Annie C. Medbury,  
Helen Moody,  
*Mary A. S. Mugan,*  
*Margaret A. Noonan,*  
*Mary E. Novell,*  
Etta A. Paul,  
Caroline A. Payton,  
Annie F. Peckham,  
Jennie M. Phillips,  
Nellie L. Raleigh,  
*Annie Reid,*  
*Katie W. Reynolds,*  
Emily J. Rothwell,  
Lucy Rounds,  
Fanny D. Sadlier,  
Mary C. Smith,  
Patience A. Smith,  
*Mary L. Sperry,*  
Cora A. Sprague,  
Hannah F. Steere,  
Asenath Tetlow,  
Frances A. Titcomb,  
Annie E. Udell,  
*Lavinia A. Vinat,*  
Elizabeth E. Walcott,  
Eva B. Wallace,  
Jennie Wetherell,  
*Erminie E. White,*  
Mary E. Williams,  
*Emma J. Wightman.*

## RICHMOND.

## COMMITTEE.

Rev. Charles L. Frost,  
Chairman and Supt.

Charles J. Greene,  
Clerk.

George A. Perkins.

## TEACHERS.

*Irvin O. Chester,*  
*Wm. T. Collins,*  
*John Hopkins,*  
*Samuel R. Hoxsie,*  
*Albert E. Kenyon,*  
*Edwin A. Noyes,*  
*Eugene D. Wheeler,*  
*Henry J. Wheeler,*  
*Abby B. Almy,*  
*Ella F. Barber,*  
*Mamie A. Barber,*

*Annie E. Bates,*  
*Clara J. Burdick,*  
*S. Fanny Chipman,*  
*Ida S. Clarke,*  
*S. Lizzie Clarke,*  
*A. Florence Edwards,*  
*Julia E. Farnum,*  
*Ida J. Gray,*  
*Mary W. Hoxsie,*  
*A. Fanny K. James,*  
*Annie M. Kenyon,*

*Emma F. Kenyon,*  
*Lucy C. Kenyon,*  
*Sarah J. Kenyon,*  
*A. Florence Lamond,*  
*Elizabeth C. Moore,*  
*Clara G. Olney,*  
*Emma H. Palmer,*  
*Elizabeth Phillips,*  
*Ida J. Terry,*  
*Bertha M. Wilbur.*

## SCITUATE.

## COMMITTEE.

*Albert L. Johnston,*  
 Chairman.

*Luther Barden,*  
 Clerk.

*Barnard Arnold, M. D.,*  
 Superintendent.

## TEACHERS.

*Fred A. Arnold,*  
*Herbert E. Baxter,*  
*Benjamin F. Boss,*  
*Elber O. Card,*  
*Alva J. Dixon,*  
*Susan F. Aldrich,*  
*Charlotte E. C. Arnold,*  
*Mary E. Arnold,*  
*Ida J. Atwood,*

*Carrie D. Barden,*  
*Julia Barden,*  
*Alice E. Boss,*  
*Caroline Boss,*  
*Edith F. Eddy,*  
*Carrie C. Gahan,*  
*Fanny E. D. Hopkins,*  
*Martha Hopkins,*  
*Mary A. Lockwood,*

*Susie B. Newell,*  
*Jennie M. Parker,*  
*Mary C. P. Parker,*  
*Mary E. Potter,*  
*Sarah W. Randall,*  
*Ida M. Smith,*  
*Phoebe E. Wilbur,*  
*Bessie P. Wood.*

## EVENING SCHOOL TEACHER.

*Joshua Wells.*

## SMITHFIELD.

## COMMITTEE.

*Rev. Henry S. Latham, Jr.,*  
 Chairman and Supt.

*Daniel W. Latham,*  
 Clerk.

*Leander E. Gardiner.*

## TEACHERS.

*Margaret A. Barlow,*  
*Minnie S. Bosworth,*  
*Emma P. Brewer,*  
*Sarah J. Brown,*  
*Jane E. Hastings,*

*Nettie G. Hawkins,*  
*Mattie E. Jenckes,*  
*Ellen R. Marston,*  
*Martha W. Miller,*  
*Caroline L. Morse,*

*Emeline M. Mowry,*  
*S. Adelia Newton,*  
*Ella Robinson,*  
*Martha L. Walcott.*

## SOUTH KINGSTOWN.

## COMMITTEE.

*James F. Cross,*  
 Chairman.  
*John G. Clarke,*  
*Rowland G. Hazard, 2d,*

*Horatio N. Knowles,*  
 Clerk.  
*Charles H. Knowles,*  
*John G. Perry,*

*Arthur W. Brown,*  
 Superintendent.  
*George G. Pierce.*

TEACHERS.

*Allen Adams,*  
John A. Aldrich,  
Herbert H. Crandall,  
Marcius L. Esten,  
George P. Hall,  
*Charles S. Ingham,*  
*John W. P. King,*  
*John W. Saunders,*  
*Mary E. Adams,*  
Annie L. Bliss,  
*Dorcas C. Browning,*  
James A. Rose,  
Sarah J. Chappell,

*Genie S. Church,*  
Ida A. Cunningham,  
Jane Dewsnap,  
*Nellie L. Estes,*  
*Fanny R. Gamble,*  
Annie W. Gaskill,  
*Harriet L. Hall,*  
*Mary E. Hammond,*  
Emily K. Holland,  
M. Elizabeth Kenyon,  
*Sarah J. Kenyon,*  
*Edith F. Mitchell,*  
Alice M. Peckham,

Mary A. Pendleton,  
Mary J. Prosser,  
Mary F. Rose,  
*Lola M. Segar,*  
Ella Sherman,  
Mary L. Strout,  
*Abby J. Tucker,*  
Alzadie D. Tucker,  
Clara M. Tucker,  
Emma A. Tucker,  
*Bertha M. Wilbur,*  
*Josephine L. Winsor,*  
*Susie E. Witter.*

TIVERTON.

COMMITTEE.

Rev. Henry T. Arnold, *Mrs. Catherine J. Barker,* Mrs. H. F. Osborn,  
Chairman. Superintendent. Clerk.

TEACHERS.

Peleg Almy,  
*Silas T. Borden,*  
*Halsey Chase,*  
*Nelson B. Durfee,*  
Charles R. Hicks,  
M. Olive Capen,  
Deborah A. Chase,

Genevra Cook,  
*Mary C. Cory,*  
Susan H. Counsell,  
*Adelaide T. Fitch,*  
Elizabeth A. Gifford,  
Mary C. Gray,  
Peace C. Gray,

Phebe M. Gray,  
Clara A. Grinnell,  
Macie A. Hambly,  
*Maria J. Leary,*  
E. Alice Taylor,  
*Ethel Wolfendale.*

WARREN.

COMMITTEE.

Benj. M. Bosworth, Jr., Rev. Wm. N. Ackley, *Ambrose B. Mason,*  
Chairman. Supt. and Clerk.  
George S. Brown, Benjamin Drown, Rev. Lewis A. Pope,  
Luther Cole, Charles H. Handy, *Rev. Wm. A. Wright.*

TEACHERS.

Lewis H. Meader,  
*Wilson R. Buller,*  
Prins. of High School.  
Louise F. Drown,  
Emelie M. Hoar,  
*Emma E. Brown,*  
Emma L. Brown,

Patience Cole,  
Annie Driscol.  
Patience L. Fish,  
*Gertrude L. Gardner,*  
Ellen C. Hoar,  
Eugenie C. Lawton,

Henrietta Martin,  
Elizabeth W. Mason,  
Mary L. Sanford,  
Corrie U. Tanner,  
Benj. W. Wood,  
Teacher of Music.

EVENING SCHOOL TEACHERS.

Ira A. Kent, Wm. E. Martin.

WARWICK.

COMMITTEE.

Dwight R. Adams, Clarence O. Carpenter, *John F. Barden,*  
Chairman and Supt. Clerk. *John F. Brown,*

Edward A. Cole,  
William A. Corey,  
*Benjamin F. Dawley,*  
Henry L. Greene,  
Henry D. Heydon,

Henry L. Johnson,  
John H. Northup,  
Nathan D. Pierce,  
O. P. Sarle,  
Gideon Spencer,

Horatio N. Valentine,  
Caleb Westcott,  
Isaac H. Whitford,  
Oliver C. Williams.

## TEACHERS.

John Q. Adams,  
*John H. Bailey, Jr.,*  
William C. Burlingame,  
John F. Deering,  
*Philander A. Gay,*  
*Wm. H. Gilbert,*  
*Horace W. Keach,*  
Joseph McDonald,  
John M. Nye,  
*James S. Phillips,*  
William V. Slocum,  
Lucy A. Arnold,  
*Hannah Barton,*  
Mary E. Bissell,

Sarah J. Booth,  
Abby A. Burlingame,  
Della L. Carpenter,  
Harriet A. Carpenter,  
Margaret H. Cocroft,  
Susan E. Cole,  
*Annie G. Crane,*  
*Jennie Davis,*  
Emma J. Dawley,  
E. Emily Grover,  
Fanny Hardman,  
Theresa J. Hunt,  
*Carrie M. Lovett,*  
L. Ada Matteson,

*Margaret J. McCusker,*  
*Edna L. Millard,*  
Abby J. Mowry,  
Alzaida E. Nichols,  
Anna T. Peace,  
Julia A. Potter,  
*Annie A. Reid,*  
*Fannie Sadlier,*  
Mary V. Snow,  
Melissa W. Straight,  
*Jennie M. Westcott,*  
Theresa R. Westcott,  
Lillian E. Whitman,  
Mary E. Woolsey.

## WESTERLY.

## COMMITTEE.

Samuel H. Cross,  
Chairman.

Arthur Perry,  
Clerk.

Rev. O. U. Whitford,  
Superintendent.

## TEACHERS.

Eliel S. Ball,  
Everett C. Willard,  
Prins. of High School.  
*E. L. Blaine,*  
*B. Frank Greenman,*  
*Charles A. Merrill,*  
*Francis S. Peabody,*  
Fred. H. Saunders,  
Willis S. Scribner,  
*George W. Woodard,*  
Charlotte E. Smith,  
Eleanor C. Wolcott,  
Lottie L. Babcock,  
*Edna L. Barbour,*  
Elizabeth A. Barber,

*Clara A. Bentley,*  
*F. Virginia Briggs,*  
Blanche B. Chapman,  
*Mary N. B. Chapman,*  
Mary R. Clarke,  
H. Louise Connor,  
Mary E. Coy,  
Susan P. Coy,  
*Ella G. Crockett,*  
Jennie A. Dawley,  
Maggie S. Fyffe,  
Annie M. Haswell,  
Margaret A. Johnson,  
*Annie M. King,*

Louisa Krebs,  
Augusta E. Mann,  
Elizabeth E. Martin,  
*Phoebe N. Nye,*  
*Emma H. Palmer,*  
Harriet C. Pendleton,  
Sarah R. Read,  
*Anstis B. Spencer,*  
Harriet B. Stanton,  
*Harriet W. Stillman,*  
Harriet E. Tyler,  
Mary E. Wright,  
*N. B. Sprague,*  
Teacher of Music.

## WEST GREENWICH.

## COMMITTEE.

Charles F. Carpenter,  
Chairman and Supt.

Charles S. Hazard,  
Clerk.

*John W. Rathbun.*

## TEACHERS.

*Jeremiah C. Barber,*  
*Henry C. Hoxsie,*  
*Herbert E. Lewis,*

Joseph A. Tillinghast,  
Warren F. Wilcox,  
Phebe M. Babcock,

*Sarah Barton,*  
*Sarah A. Brown,*  
Bessie B. Dawley,

*Hattie E. Dawley,*  
*Sarah B. Edwards,*  
*Minnie L. Fenner,*  
Hettie James,

*Martha E. Jenckes,*  
Susie B. Johnson,  
*Cynthia W. Matteson,*  
Mary H. Phillips,

*Maria A. Ryan,*  
Nannie E. Spencer,  
*Nellie S. Sweet,*  
*Eunice A. Tillinghast.*

# WOONSOCKET.

## COMMITTEE.

James E. Cook,  
*Chairman.*  
E. A. Chipman,  
*Charles H. McFee,*  
Aram J. Pothier,

Geo. W. Jenckes, M. D., † \* Rev. C. J. White,  
Clerk. † \* *Frank E. McFee.*  
James S. Read,  
Albert A. Smith,  
George A. Smith,  
Superintendents.  
Charles E. Thomas.

## TEACHERS.

Wm. F. Palmer,  
Prin. High School.  
Arthur L. Doe,  
George E. Gardner,  
*Hubert S. Riley,*  
† *L. L. Malhot,*  
Gertrude E. Arnold,  
*Abby S. Howes,*  
*Ellen S. Robinson,*  
Elizabeth R. Aiken,  
Lydia E. Aiken,  
Harriet A. Allen,  
H. Mabel Allen,  
Clara L. Baker,  
Mabel L. Baker,  
*Etta A. Battye,*  
Dollie Baxter,  
Hortense I. Brown,

*Josephine P. Chase,*  
*Annie H. Chipman,*  
Alice A. Cook,  
Eva G. Cook,  
*Mabel E. Cook,*  
Maria L. Cook,  
Louisa B. Cranston,  
*Mary E. Darling,*  
† Gertrude A. Feely,  
A. Eliza Fuller,  
Nettie R. Fuller,  
† *Susie A. Grimes,*  
*Imogene Haskell,*  
Sybil B. Hill,  
*Abby S. Howes,*  
Emma L. Jackson,  
Clara H. Jenckes,

*Helen Martin,*  
C. Inez McDavitt,  
Eliza C. McDermott,  
Helen Martin,  
Flora I. Moffit,  
Leoline N. Mowry,  
Mabel L. Mowry,  
Mertie B. Mowry,  
Nettie B. Mowry,  
Georgie E. Paul,  
† *Harriet Puffer,*  
Clara E. Sherry,  
Georgiana Smith,  
Mary F. Smith,  
Florence E. Staples,  
Mabel A. Thayer,  
*Alice Williams.*

## EVENING SCHOOL TEACHERS.

Fred L. Chilson,  
Gaspard Drainville,  
*Oscar A. Haskell,*  
Charles H. McFee,  
Frank E. McFee,  
William O. Parks,  
P. P. Patenaude,  
*Elisha Read,*  
*Charles Richardson,*

George R. Smith,  
*E. A. G. Smith,*  
*P. A. Smith,*  
*J. P. Snow,*  
Alice B. Battye,  
*Florence E. Brown,*  
Alice Burlingame,  
*Etta Chilson,*  
*Clara Cook,*

*Mary Cunningham,*  
Lizzie Getchell,  
*Bertha Greene,*  
Edith S. Miller,  
*Gertie A. Patenaude,*  
Carrie S. Smith,  
*Annie Thatcher,*  
*Isadore Thayer.*

† Resigned.

‡ Elected to fill vacancy.



## EXTRACTS FROM SCHOOL REPORTS.

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### APPARATUS.

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CUMBERLAND.—*Results.*—The sum of two hundred dollars was appropriated out of the town's money for apparatus, and nearly as large an amount was received from the State. With this money many needed maps and charts were procured for our schools, and a large number of useful books of reference purchased, and in several instances the works of standard authors were provided. Out of this appropriation, likewise, supplementary reading books were provided for all the schools. The use of these has awakened an increased interest in the study of reading. As a result of the money thus expended in the present, and in previous years, many of our schools have fairly large libraries, and the bulk of the books are constantly made use of for consultation and reference.

*Gain to the Little Ones.*—In the case of the little ones, the use of the right kind of apparatus is a great help, and I have always favored procuring for them cards, picture-books, puzzles and even playthings, and adopting some of the kindergarten methods, for anything seems better than having the little pupils lolling about on their seats in vacant idleness, or spending half of their time in the school-room in the oblivion of sleep.—R. MURRAY, JR., *Superintendent*.

GLOCESTER.—*Destitution.*—The time has now come when the town should make an appropriation directly for school apparatus. The voters in those few districts which have made a move in this direction are so sure that the move is in the right way that they would favor a general appropriation. Several of the schools are so destitute that they have no large dictionary, the very foundation of a knowledge of our language; some have no globe or wall maps and all are in need of many things which might be obtained in this way without the tax payers knowing the difference. What farmer would think it economy to hitch his team to a pointed stick to stir the soil, instead of buying a plow? Yet this comparison is not overdrawn when applied to the schools.—J. RODGERS, *Superintendent*.

JAMESTOWN.—*Good Investment.*—We have aimed to supplement the teachers' work by placing on the desk of each school, books that deal directly with the practical work of the teacher, showing how to avoid mistakes and how to secure

attention. Also in order that the schools may have wider range, books and apparatus have been selected with care that those things which may be helpful and practical may be at hand. An appropriation for this department is an investment that brings large percentage.—*Committee.*

LINCOLN.—*Wise Provisions.*—The special appropriation of \$250, together with what was allowed from the State, has been a great help to the schools in providing many things useful in the general work. This is a wise provision and is enabling us to furnish all the schools with valuable apparatus year by year at small annual cost.—*Committee.*

LITTLE COMPTON.—*Lack of Materials, Poor Economy.*—We are trying to secure good teachers for our schools. We should also have good, wholesome, convenient, beautiful rooms, well supplied with necessary tools for the work, such as books for reference, maps, globes, blocks for object lessons, etc. All these things pay. Are we not penny-wise and pound-foolish if we support schools for the purpose of teaching and allow them to fail in efficiency through the lack of materials to teach with?—W. D. HART, *Superintendent.*

NORTH KINGSTOWN.—*Good Work Begun.*—Some of the districts have begun to supply their schools with an outfit of proper apparatus. Through the efforts of the trustee and teacher in District No. 6, a good supply of excellent books of reference has been put into the school, and the foundation laid of a school library, such as every district ought to have. These books are of great interest to the pupils, and of much assistance to the teachers in their work. Many of the studies are made easier by their use, and certainly of greater practical advantage. For instance, geography is ordinarily an uninteresting study to most pupils and a severe tax upon their memories, but when countries and places can be looked up in books of reference, as well as in the geography, and a short, pithy story is found, telling something of their history, they become fixed in the pupil's mind, and are almost never forgotten.—W. C. BAKER, *Superintendent.*

NORTH SMITHFIELD.—*Results of Neglect.*—We do not receive from the State our share of the three thousand dollars apportioned yearly, among the several towns for the purpose of school apparatus, because districts neglect to make the necessary appropriation. The pupils ought not to be deprived, on account of the negligence of the district voters, of any advantage which can be given them.—*Committee.*

PAWTUCKET.—*Language Helps.*—Each grammar grade teacher has been supplied with a copy of Shaw's Reproduction Exercises, and teachers of grades III and IV were furnished with series one and two of Parker's Pictures for Language Lessons. Each teacher of grade IV was supplied with a copy of Swinton's Language Primer. All these helps have been well used and corresponding results were obtained.

*Large Expenditures.*—During the year nearly \$500 has been expended on this department of school work. This amount, rather larger than usual, was due in part to the opening of a number of new rooms, in part to the purchase of twenty-eight pencil sharpeners, and in part to the purchase of six copies of Yaggy's Anatomical Study, beside the usual replacing of old reference books and occa-

sional purchase of single volumes. It is yet too soon to speak definitely, regarding the value to the schools of the Anatomical Studies recently purchased, as there has not been time for all the teachers properly to study the details and uses. I have no doubt that it will prove valuable to them in their temperance work, as well as furnish excellent object lessons to the children on the structure of the human body.—A. F. PEASE, *Superintendent*.

SOUTH KINGSTOWN.—*Need of Blackboards*.—As a town, we are behind several other towns in Rhode Island in the quality and amount of our blackboard accommodations. Those competent to judge, assure us that a good blackboard is, next to a good teacher, the most important requisite for a successful school. It may seem too trivial to allude to the frequent lack of crayons and erasers; but, like a little oil on an axle, they frequently make things move better by their presence.—A. W. BROWN, *Superintendent*.

WARWICK.—*A Good Supply*.—Nearly every school-house in the town is now quite well supplied with school apparatus. Valuable additions have been made during the year to several schools, and the teachers generally begin to feel that they are to be furnished with suitable help for their school work.—D. R. ADAMS, *Superintendent*.

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## ATTENDANCE, ABSENTEEISM, TRUANCY AND COMPULSORY EDUCATION.

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BARRINGTON.—*Results of Indifference*.—Making due allowances for unavoidable causes, the crying evil with which the committee have to contend is irregular attendance brought about in a large majority of cases by indifference to the interests of the child and neglect of the privileges offered. It would seem unnecessary to urge upon parents the importance of availing themselves of the schools, for which they provide so generously, still the fact is too apparent that habitual absenteeism is the one hindrance to much better results in the schools.

Besides the actual loss of time and instruction it encourages in the pupil indifference to studies and fastens upon him habits of indolence which may follow him through life. This abandonment of privileges is a waste of money and a neglect of opportunities which, once lost, can never be recalled. Nor are these the only effects; such irregular attendance destroys interest in the schools, retards the progress of classes and discourages the faithful teacher.—*Committee*.

*Parental Injustice*.—Surely parents cannot realize the injustice they are doing other children in permitting their children to be absent for trivial reasons. If parents will keep their children in constant attendance our schools will be an organized force marching on as soldiers, shoulder to shoulder, each inspiring the rest with pride and ambition. On the other hand in proportion as parents are negligent of this vital point, our schools will become like the motley fragments of a broken army, stragglers and followers.—W. M. CHAPIN, *Superintendent*.

**BURRILLVILLE.** — *Work Preferred to Education.* — It is unfortunate that so many leave school at an early age. Few remain after the legal age of fifteen is reached. This reduces the grade of our schools and keeps the standard of attainment low. Only a small percentage of scholars complete the grammar school course. They leave usually to enter the mills.

*Reasons for Non-Attendance.* — The last school census taken shows that fifty-four children between the ages of seven and fifteen did not attend school during 1886. This probably is in excess of the actual number of absentees. Some parents who could only speak the English language imperfectly, have not received all the credit to which they are entitled. Some children have been kept at home by sickness; and some are the children of widows who are dependent on their wages for daily bread. No doubt others have been kept at home by their parents for filthy lucre's sake; but the number is small. The first deserve great consideration, while the last should feel the rigor of the law.

There are in town a few boys who are growing up idle and vicious, and apparently preparing for a life of crime. The reform school would seem to be the only place where they could be essentially benefitted. At present they are going from bad to worse, and constantly tempting others to evil courses. A large proportion of those who were out of school last year are in school now. The manufacturers have readily co-operated with me when their attention has been called to any case. But the main difficulty in regard to absenteeism is one that no truant law can reach. It is the irregular attendance of children. In some of the schools this is a serious evil; while in others it is scarcely felt. It can be removed only by a better public sentiment.

*The Demand for Better Education.* — The State obviously has a right to demand the education of all her children. In due time they will claim the rights and privileges of citizenship, and should be prepared for its grave responsibilities. As the tendency now is to enlarge the basis of suffrage, education evidently ought to keep pace with it. Especially is this true in a manufacturing State like ours, whose population is drawn from almost every nationality. — A. H. GRANGER, *Superintendent*.

**CHARLESTOWN.** — *Hearty Sympathy and Coöperation.* — As there are no mills in this town, those manufacturers employing children residents of the town have been visited; yet no children who had not complied with the statute were found in any mill. This result is largely due to the hearty manner in which the manufacturers endeavor to sustain the law. Each school in the town has been visited, and the teachers requested to report all cases of truancy which come under their notice. In only one case have I found children of school age who had not attended school the required length of time, and by talking with their parents they readily agreed to send them. In no case has it been necessary to resort to harsh measures. As the people better understand the intentions of the law, I believe that all will be in sympathy with its requirements, and will favor its continuance. — G. E. CRANDALL, *Truant Officer*.

**CRANSTON.** — *Increase of Non-Attendants.* — I gather from the school census an item which should claim the attention of the educators of the town. The whole number of children enumerated in 1886 was 1229; number reported as not at-

tending any school 217. The whole number of children in 1887 is less than the previous year, but the number not attending any school is greater which certainly is a subject that the succeeding school officers should investigate.—C. W. EARLE, *Superintendent*.

CUMBERLAND.—*How to render the Law effective.*—According to the school census recently taken there is a great improvement as regards school attendance.

If a salary was paid a truant officer which he felt would be a reasonable compensation for the performance of some of his disagreeable duties, we might look for a still more decided lowering of the truancy record.

It will be noticed that the General Assembly at their recent session have made some changes in the truant law in the direction of increased stringency. I have issued certificates of attendance to the number of a hundred and fifty and upwards; and if employers of children would in all cases insist that no child should work for them who could not produce such certificates of attendance duly signed this would do more than almost anything else to render the truant act effective.

*Boils of Irregular Attendance.* But even in districts where habitual truancy is an unknown quantity, the work of the school is often seriously hampered by irregularity of attendance. This is something that parents should ponder over, and as the remedy lies wholly in their power, they should see to it that due application is made of it.—R. MURRAY, JR., *Superintendent*.

EAST GREENWICH. — *Intentions versus Facts.* — It was, no doubt, the intention of the pioneers of our educational system that every child, whatever its social condition, should have an opportunity to obtain an education that would be adequate to all the demands of ordinary business life. But, owing sometimes to the willfulness of the child, and frequently to the indifference or avarice of parents and guardians, the child is actually defrauded of participation in this ample provision. The truant law has been framed and so modified as to secure greater regularity of attendance, but there have been in this town over one hundred children, of school age, that have attended no school whatever during the year. Sometimes the attendance of children at school is only nominal; that is, the pupil goes to school two or three days in a week, being absent about half the time, thereby losing interest in school work, lagging behind the class and keeping back its other members.

It is a serious fact that in the village district there is a large number of children, between the ages of five and fifteen years, who have not attended school. The parents seem to care but little for the truant law, and still less for the education of their children, who are growing up in idleness and vice. What shall be done with them, is a very serious question for the consideration of the town authorities; but it is one that should be met firmly, for ignorance and idleness almost invariably lead to vice and crime. Let any one visit the lower streets on a pleasant day in winter and see the throngs of half-grown boys who are sunning themselves on the street, with nothing to do, because they want to do nothing.—D. C. KENYON, *Superintendent*.

FOSTER. — *Who is to blame?* — If the school register could be brought under the personal examination of every parent in the district, the absent and tardy marks would convince them that the school officers and teachers are not wholly to blame for the condition of the schools. — R. G. STONE, *Superintendent*.

GLOCESTER. — The truant officer reports that he visited according to law the manufacturing establishments in the town and found the statute relating to truancy complied with. No isolated cases have been reported for action. — *Committee.*

JOHNSTON. — *Annoyance.* — There has been the usual annoyance on account of absenteeism and truancy and I think that teachers should have the authority to place in *lower* classes such pupils as by continued absence, fall behind their classes. Certainly no pupil should be promoted who cannot keep up with his class. We hope the amended truant law will favorably affect our town and prevent much of this trouble. — V. F. HORTON, *Superintendent.*

LINCOLN. — *Results of the Truant Law.* — We present a summary of the reports of the truant officers. The law is good, and its object is one that should enlist the support of all citizens. The necessity for its existence is not a fact that we can contemplate with satisfaction. But absenteeism and truancy are gross evils in our midst that we cannot afford to neglect. The officers have given attention to their duties, and much good has been accomplished by them. We believe, however, that the employment of one truant officer for the town, at a salary that would enable him to devote his time to the duties of his office, would show better results. By many the law is faithfully observed, but it is evident that this is not the case with all to whom it applies.

Number of cases of absenteeism investigated, 139; number of parents notified to send their children to school, 141; number of manufacturing establishments visited, 15; number of children found employed contrary to law, 58; number of employers notified, 5; number of children reported absent from school under suspicion, 34; number of truantries determined by investigation, 116; number of truants returned to school, 115; number of children warned, 47; number of complaints issued against children, 1; number of convictions of children, 1.

Leonard Watson, Esq., of Central Falls, reports that "the amount of truancy from those attending school is less than last year. The indifference of parents and guardians is one of the serious obstacles in the work. Pretended or real poverty of parents is a difficulty to be met. . . . It is just to believe that a part of the public at least takes an interest in this work which so intimately concerns common school education, and the welfare of the State. Manufacturers have shown more than usual interest in the subject. It is a favorite expression on the part of a few that 'no one has the *right* to say whether he shall learn anything in school or not.' They seem to forget that not square miles of territory, but the *people*, compose the State; that ignorance and vice are as nearly related as father and son; that a large proportion of the criminal and pauper class can neither read, write, nor reckon their own accounts, and that the State, like the individual, has the right and duty of self-preservation against evils which tend to destroy."

Mr. J. H. Jollie of Saylesville district, reports that no serious obstruction to the law has been encountered. All concerned seemed willing to comply with the requirements. — *Committee.*

MIDDLETOWN. — *Full Compliance with the Law.* — The census shows that there are only thirteen children of seven and under fifteen who did not attend school in

1886, the 12 weeks required by law. Most of these thirteen, however, enjoy the advantages of private instruction at home, and some of them are the equal, if not the peers, of their contemporaries in the public schools. It would be very difficult to make out a single case of violation of the provisions of the compulsory education act.—J. PECKHAM, *Clerk*.

NEWPORT.—*Sickness as a Cause of Poor Attendance*.—The statistics for the year show an increase in the registry of pupils but a falling off in the attendance, owing to the prevalence of the epidemic of measles. After the disease had nearly spent its force and many pupils had fully recovered, they were still kept out of school by the provision of the city ordinance upon the subject. Sickness is by no means the only cause for irregularity in attendance. Many children are too often allowed by their parents to absent themselves from school upon trivial pretexts. Every lesson given is needed in the continuity of study. Only the bright pupils can afford to be absent and they are least likely to be.

*The Best Roll of Honor*.—We are accustomed to print annually a roll of honor containing the names of all pupils of exceptionally high rank in scholarship. The effect of this proceeding is questionable. If there is need to know the scholarly standing of a pupil for any purpose the record shows it. The publication of his name in a conspicuous list may tend to exalt his pride unduly in what after all is only a credit to his family inheritance of mental quickness. A better basis for a roll of honor would be regularity and punctuality of attendance, coupled with good character and manners. To have been included in such a roll throughout one's school-days is no less signally a recommendation, and, when considered in connection with good scholarship, it forms a complete exposition of a youth's capacity and trustworthiness.

*Permanent Injuries from Absence*.—In remonstrating with pupils for irregularity of attendance, I have sometimes illustrated the consequent damage to their school interests by drawing a parallel between their physical and their mental training, asking them, to their apparent amusement, what they supposed would be the effect if they were to absent themselves every week from three or four consecutive meals or from a night's rest or two, or what the effect if when grown up and variously occupied they should expect their employers or their business to give them a day off whenever they chose to take it. The comparison though apparently exaggerated does not in the least over-estimate the harm done to the advancement of many of our pupils by their irregularity in attendance.

*Need of Attractive School-Rooms*.—If every pupil were heartily fond of school, much less complaint of irregularity could be made. Teachers of course must never forget that much of the teasing to stay at home would cease if the school-rooms were kept positively attractive to the pupils at all times in point of quiet, cheerful order and of clear concise instruction. And yet, under a compulsory system in which we attempt to instruct all the children in an elementary way, it will be necessary to compel attendance in some cases, especially in a city like ours where diverting enticements are on every hand. In all such cases the parents are the best truant officers, and little can be done without their aid.—G. A. LITTLEFIELD, *Superintendent*.

NORTH KINGSTOWN.—Colds and sickness have prevailed, causing most irregular attendance, so that there is scarcely a district in town whose average has not

decreased this year. There is nothing which breaks into school work like irregular attendance, and while children with very bad colds cannot be expected to go to school in stormy weather, the parents should see to it that nothing short of absolute necessity keeps them away.

*Tardiness.*—Another hindrance to good work in our schools has been the amount of tardiness. Teachers complain to me of parents who allow their children to come late to school day after day, and furnish them a written excuse, when the tardiness is obviously unnecessary. I am told of one pupil who has been tardy much more than half the time, who, while bringing a written excuse, has openly boasted that the tardiness was entirely unnecessary. Tardiness is a great annoyance to teachers, as well as an interruption of school work, so that if the parents would take as much pains to get their children at school betimes as they do to provide them with excuses, it would be a source of much gratification to those in charge. A pupil should never be given an excuse for voluntary tardiness, but should be left to suffer its legitimate consequences. I have instructed some of the teachers already, and propose to instruct the rest, to rely entirely upon their own judgment in accepting or refusing to accept excuses in cases of continued tardiness.

*Truancy Abated.*—There have not been many instances of deliberate truancy among the children, for our truant officer has attended faithfully to his work, and has been the means of keeping many boys in school who would otherwise have remained away. There are two or three boys in town who cannot be kept in school, for they are absolutely incorrigible, and their influence is so bad upon the rest of the school that their attendance is certainly not to be desired. Their parents can do nothing with them at home, therefore the only proper place for them is under the care of the State, where such cases are most successfully dealt with.—W. C. BAKER, *Superintendent*.

*NORTH PROVIDENCE.—Deficiency of Accommodations.*—The school census of the town for the last year shows a gain in the number of school children of over 26½ per cent. The total number of school children was 424 and the total seating capacity of the schools is but 288, showing a present deficiency of 136, or enough for 3 additional schools. Should our school population continue to increase as it has for the past year we shall have by the end of the coming year enough school children for 12 schools, or double the present number. This calculation is based upon all of the children of school age attending school.—*Committee*.

*PAWTUCKET.—Attendance Improving.*—The attendance on the public schools is improving in its regularity, a higher average being obtained under the judicious application of the truant law.—B. EASTWOOD, *Chairman*.

*Absence and Tardiness should be Diminished.*—There is quite a large aggregate amount of absence and tardiness, of which it would seem that, after making due allowance for illness and all other necessary absence, there should be some diminution. For the large amount of tardiness there is still less excuse. The number of half-days' absence the past forty weeks has been 101,305 and the cases of tardiness 9061, or an average each week of about 2533 sessions absence and 227 cases of tardiness. This amount of absence is equivalent to the school time of all the pupils for a year of seven schools of thirty-six pupils each. It represents



a waste of over eight per cent. of the school time. To this must be added the time lost by tardiness and by dismissals. The time lost by one form of dismissal alone, that for the carrying of dinners, is a very considerable amount. Statistics taken two or three years ago gave over 400 as the number regularly dismissed each day besides those occasionally dismissed. Again, when children move from one district to another, they frequently wait some time before entering the new school. An effort to counteract this tendency has been made by having the teacher of the school which he leaves issue a "transfer card" to be used within a limited time. All these losses of time have a tendency to cause pupils to fall behind their classes and to become discouraged.

The amount of tardiness in each school varies largely,—in a number of cases much more largely than the special cases of necessity would account for. Some teachers have little or no tardiness, others have over one hundred cases in a term. In the annual returns the percentage of absence for the year varies from 1.8% to 20%.

*School the Business of the Child.*—The most efficacious remedy will be applied when all the parents coöperate with the teachers to this end. While children are in school some parents detain them, when they would not think of keeping them from the mill. With our State law of compulsory education, the regulations of the Board regarding absence, and the general importance of careful attention to duty, whatever it may be, it would seem that parents might, as some one has said, be led to see, "that the duties of the school constitute the regular business of the child so long as he remains a member of the school, and that all other work should be made subordinate to this. If parents allow a son to become a clerk for some tradesman, they do not feel at liberty to keep him from his employer one or two days every week. If errands are to be done in the morning, he is not expected to do them unless he can do them and still be on time at his employer's office." Besides, the extreme limit of the school sessions is thirty hours per week for less than four-fifths of the year, while mills and offices frequently require *sixty* hours per week for the whole year. If school-time, then, is so much less than one-half of time for work, the importance of giving close attention to school business when school is in session becomes very evident. Supt. Emerson of Newton in his last report says, "Parents should come to feel that school duties ought to take the precedence of all others so long as the child is a member of the school; that among these duties is that of regular and punctual attendance; that irregular attendance is an offence against the community, whose substance, freely given in support of its schools, is thereby wasted; that it is an injustice to the school, in that thereby the cares and labors of the teacher are increased, and the progress of the pupils is retarded; and that it is an injury to the child who is allowed to form habits that will lead to bankruptcy in business, and disorder, waste, and discontent in the home."

*Wisdom of the Truant Act.*—The enforcement of the truant act by a truant officer has now been carried on in Pawtucket for two and one-fourth years, and the wisdom of its purpose has been more and more apparent to any one familiar with its operation in connection with our schools. It is difficult, however, to determine the full extent of its value in *preventing* truancy and unnecessary absence. According to the school census there were 127 who did not comply with

the law relating to attendance. These cases were all investigated and 72 of the children (including one sent to the School for the Deaf) were placed in school. The others are accounted for in the report of the truant officer. During the past 40 weeks of school 1193 cases of absenteeism have been investigated, 85 children have been found employed contrary to law and sent to school, 34 truants have been returned to school, and 4 children have been served with legal notices looking toward prosecution. Only one child has been prosecuted, and he was sent to the Sockanossett School for Boys, March 3, 1887. Instances are known where boys have been deterred from truancy by the action in some of the above cases, but it is probably impossible to learn any great proportion of the cases of prevention. The appointment in November by the Board of a Committee on Truancy, "with power to commence prosecution, in their discretion, against all cases of gross violation of the truancy law," was found of value especially from the fact that a small committee is accessible at short notice in those cases requiring prompt action.

*Treatment of Habitual Truants.*—The treatment of habitual truants to secure their constant attendance at school and to avoid enforcing the extreme penalty of the law has been a matter of difficulty, but successful in quite a number of cases. Reasoning, coaxing, scolding, punishments of various kinds, interviews with the parents, notices of liability of fine, and occasionally a short confinement of a boy in the police station with the consent of his parents, have been used to prevent truancy. The last means, however, cannot be used without such consent unless a legal prosecution is commenced. To obtain a parent's consent is always a work of time, and frequently does not have much effect on a boy who has for a long time defied or evaded parental authority.—A. F. PEASE, *Superintendent*.

#### TRUANT OFFICER'S REPORT.

No. of cases of absenteeism investigated.....	1193
No. of parents notified to send their children to school.....	1095
No. of manufacturing establishments visited.....	76
No. of children found employed contrary to law.....	85
No. of employers notified.....	91
No. of children reported absent from school under suspicion.....	1191
No. of truantries determined by investigation.....	42
No. of truants returned to school.....	34
No. of children warned.....	4
No. of complaints issued against children.....	1
No. of children convicted and sent to the reform school.....	1
No. of children reported discharged from manufacturing establishments to attend school.....	468
No. of children found employed and permitted by law.....	826
About 2 6-10 per cent. of whole number enumerated did not comply with the truant law.	
The 127 cases who did not attend school have been investigated individually and the results are as follows:—	
Deaf and dumb (now in State School for the Deaf).....	1
Died since census was taken.....	1

Cannot be found.....	1
Hip disease.....	1
Paralytic .....	1
High School pupil (exempt under the law).....	1
Foolish.....	4
Bad eyesight.....	4
Cripples.....	4
Received private instruction (exempt under the law).....	4
Have become 15 years of age.....	6
Attended school in 1886 (erroneously reported).....	8
Removed from city.....	9
Seriously ill .....	11
Have been placed in school.....	71
	<hr/> 127

## WORK CERTIFICATES.

No. of certificates issued by Superintendent .....	757
No. of children returned to school .....	297
No. of children have become 15 years of age .....	70
No. of children removed from the city.....	20
No. of children not found.....	5
No. of certificates expired few days before school closed.....	4
No. of certificates now in force.....	361
	<hr/> 757

G. A. MUMFORD, *Truant Officer.*

**SITUATE.**—*Partial Compliance.*—In some parts of the town the law is complied with, in others it is not. I have visited some of the schools and inquired of the teachers what children were running at large, and by so doing I have succeeded in getting quite a number into the schools. I have also visited all the manufacturing establishments in the town. At Hope, Ashland, Rockland, Ponagansett and Clayville the law is fairly, but not fully complied with. Of Jackson and Fiskville I cannot say as much. At both of those places I found children employed contrary to law, but the superintendents promised that they would comply with the law, and send out all under ten years of age and see that others were not employed without having had their proper schooling.—T. B. WHITMARSH, *Truant Officer.*

**SOUTH KINGSTOWN.**—*Laws to be Obeyed.*—How far a State has the right to interfere with the authority of a parent over his child even in the matter of education may be doubtful. The principle involved has not, we think, received the consideration its importance demands. Laws passed by our Legislature we are bound to duly respect, whatever our private opinion may be of their desirability or utility.

The committee have endeavored to administer it with caution, and we trust its several provisions will be so obeyed that we shall not be compelled to enforce the penalties.—*Committee.*

*Practical Compliance with the Law.*—The attendance in all the village schools has been interrupted very much with contagious diseases. Of the 15 named as not attending any school for 12 weeks, most have been prevented by sickness. There are probably two or three cases of truancy existing where children have come to us from other towns whose officers fail to coöperate in the matter of attendance. But one case of truancy is now known to exist among native pupils. The spirit of the law has been obeyed by the school officers the past year, acting with judgment and caution.—A. W. BROWN, *Superintendent*.

#### TRUANT OFFICER'S REPORT.

My first duties were to visit the several manufacturing establishments in town. In one mill I found three children employed contrary to law, and they were at once placed in school. Further investigation in the outside districts elicited the facts that there were children who had been playing truant. The cases were at once placed under a close investigation and the parents were notified of their liability under the truant law. One was sentenced to two years at the Oak Lawn Reform School. In the next case of truancy the committee authorized me to prosecute, but the child returned to school. Another was complained of for neglect to attend to his educational interests and was sentenced to the Sockanosset Reform School for one year.

*The Law Capable of Enforcement.*—It was at first generally suggested to me that the truant law could not be enforced, but I have found no difficulty in that respect. Certificates have been dated from the date the pupil left school and issued to expire nine months from date. The duplicate registers have been a decided help in my work of ferreting out cases of truancy. I have embraced every opportunity to enforce the law, and have been much encouraged in my labors by the support I have received from the earnest co-laborers of the manufacturers, superintendent of schools, teachers and school committee, and in many instances the trustees have taken a decided part in the interest of the proper enforcement of the truant law.

The schools of South Kingstown have to-day an increase of average attendance over the beginning of the year, which I believe is due in part to my frequent visits to the several school districts to see that the children were properly in school. On the 22d day of April I made my fourth quarterly visit to the mills in operation and was encouraged to find no children of school age working contrary to the requirements of the law.—J. T. NORTHUP, *Truant Officer*.

*WESTERLY.*—*The Danger from Truants a Real One.*—The greatest non-attendance is in the village and in the districts which are near the factories and quarries. There is no valid excuse for this excessive truancy, and it is a reproach upon the town. The law compels children within the school age to attend school twelve weeks annually, but the child may be a wage-earner, if need be, forty out of the fifty-two weeks. It is difficult to imagine how such a law can work hardship to any family. The School Committee will, as in duty bound, make every effort to reduce the number of truants. It is, however, within the power of the parents to make compulsory measures unnecessary; and we trust they will recognize the necessity and the justice of the State's demand, that all the children within its borders shall have such training and education as shall

make them intelligent, good citizens. The danger to the welfare of this community, as represented in its one hundred and eighty-two truants, is real.—A. PERRY, *Clerk*.

*Attendance.*—Regular and faithful attendance to school is one important requisite to good advancement in studies and to the success of a school. The pupil who stays out of school for a trivial reason, who is very irregular in attendance from whatever cause, will make but little or no advancement in learning, and becomes himself a hindrance to the progress of the classes of which he is a member. The average attendance of the pupils in our schools has been fair, but not as good as it should have been. Earnestness and firmness on the part of parents and school officers would increase very much the regular and average attendance.

*Causes of Truancy.*—All over the town there would be a great many more children in school, receiving knowledge and mental training, if the compulsory school laws of the State were strictly enforced. There are several causes for this truancy: (1.) There are some parents who think they absolutely need the wages which their children can earn to comfortably live. We believe that the number of such families is small. (2.) There are many parents who do not appreciate the worth and importance of an education; hence are not interested in the education of their children, and therefore do not send them to school. They are more interested in good incomes and money-making than in the mental equipment and training of their children for future success and usefulness. (3.) The chief cause, we believe, is that the children do not want to go to school, and their parents let them have their own way about it. The parents being indifferent to the education of their children, and having no control over them, hundreds of children are allowed to work when they should be in school, or permitted to run the streets day after day, growing up in ignorance, which produces pauperism, vice, and crime. This truancy should be stopped for the future good of society, the State, and the church.—O. U. WHITFORD, *Superintendent*.

WEST GREENWICH.—*Need of the Truant Law.*—A few instances have come under my observation where the enforcement of the truant law would perhaps have a beneficial effect.—C. F. CARPENTER, *Superintendent*.

WOONSOCKET.—*The Truant Law must be Enforced.*—We have a law on our statute books requiring children of a certain age to attend school twelve weeks in a year. Woonsocket and Pawtucket are the only places, as far as I know, where the law is obeyed, at least to any extent. All statutes are supposed to have behind them the moral sentiment of the people. If this has not, it ought to be repealed. I do not believe in subjecting one town to inconveniences which do not affect others. Our manufacturers can profitably employ the services of children, but co-operate, most of them, with the school officials to have the law enforced and to reduce our illiterates to as small a number as possible. But the children sent out of the mills do not all get into school. Many of them simply cross the town boundary and increase the supply of labor which our own manufacturers have deprived themselves of for the sake of being law-abiding citizens. I cannot better express my own thoughts on this subject than by quoting the words of one of the committee: "It does not speak well for the moral decision

of a commonwealth that it will, year after year, look at an evil, confess its magnitude, and because no wholly inexpensive and unobjectionable method presents itself, do nothing. In this practical world the course of action to be pursued involves most always a choice of evils and always some sacrifices. Magnify the possible hardships consequent upon the strict enforcement of some suitable truant law, and then what is all this as set over against the present evil of absenteeism and truancy, an evil so great that it endangers the State and offends a just God?"

This was written before the present truant law was passed, but certainly the fact that in this little State nearly 4,000 children between 7 and 15 did not attend school last year a single day, notwithstanding the truant law, may well be said to endanger the State and offend a just God.

I deplore the policy which makes it necessary to remove the truant officer with every change of administration. A new officer cannot learn his duties in less than a term, and during that time the beneficent working of the law will be much hindered.

I think we can congratulate ourselves on the working of the law in this town. Of 4,071 children, only 172 between 7 and 15 failed to attend some school. During my own term of office not more than five or six have been allowed to work without certificates, and these were cases where suffering would have ensued had the law been enforced. It seems to me the only correct position to take on this subject is to compel all to comply with the statute. The law has been enacted long enough for all to know its provisions, and I see no reason why this should not be enforced as well as any other. In a few cases the truant officer has found overseers who were disposed to evade the law and hire children without certificates. They do not do this ignorantly, and possibly a fine would give them a more wholesome respect for legal enactments. The injury this law works on the manufacturing interests is hardly worth taking into account when we consider that the manufacturer has this child help 40 weeks in the year, and at no time needs be without it, as scores of children leave school at the end of each three months.

I have a record of all certificates granted since last December, showing the date on which each child's time in the mill expires and when he should return to school. Some of the manufacturers have similar books and are enabled thereby to send the child out promptly at the end of the nine months. I should be glad to co-operate with employers to make the working of this law as convenient to them as possible and I think a classification of the help as indicated above would greatly facilitate the matter.—F. E. McFEE, *Superintendent*.

*Truant Officer's Report.*—I have visited the various manufacturing and mercantile establishments once each term. All children without certificates have been discharged, and all whose working time had expired were sent out to go to school. In some mills, at almost every visit, I found children working without certificates, or with certificates from schools not approved by the committee. This has been a source of trouble to me, and has seriously hindered the operation of the law. If the overseers would hire no child until it brings a certificate signed by the teacher and the superintendent, many more would be found in the schools. That many children are to-day working without certificates I have no doubt.

I have consulted often with Mr. White and the present superintendent and have acted on whatever suggestions they had to offer. It is much easier to compel the parents to obey the law than it is some of the employers. The majority of the employers, however, have expressed their approval of the truant law and have aided me in its execution, both by word and act.

Five children were permitted to work without a certificate. Two were new arrivals from Canada; one was an orphan, with no one to help him but himself, and all were so needy that to send them to school would cause actual suffering. All of these children are now in school and will go their twelve weeks. One is assisted by the town and will finish his schooling with the present three months, as he is now in his fifteenth year. Had it not been for the fund contributed last winter, I do not see how some of the children could possibly have attended school, as I found them utterly destitute of shoes and stockings. I have visited all the public and approved schools and have found most of the children discharged, in attendance. I have had many daily calls from the teachers to look up absentees and truants. I have made some temporary arrests and some are on probation.

#### STATEMENT FOR YEAR ENDING APRIL 30, 1887.

Number of children employed in manufactories, stores, etc.....	757
Number of children discharged to attend school.....	383
Number of working children attending public schools.....	204
Number of working children attending parochial schools.....	280
Number of children found employed contrary to law.....	27
Number of employers notified.....	27
Number of parents notified.....	212
Number of cases absenteeism investigated.....	313
Number of children absent from school under suspicion.....	61
Truancies determined by investigation.....	73
Truants returned to school.....	112
Number of children returned to school from the streets.....	130
Number of children placed under temporary arrest.....	2

L. L. PIERCE, *Truant Officer.*

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#### DISCIPLINE, MANNERS AND MORALS.

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BRISTOL.—*Mistaken Sympathy.*—Discipline is one of the most difficult problems with which we have to contend. The teacher that can maintain good discipline is almost sure of success, but even in the school that is most successful in this respect there is occasional trouble; by trouble, of course I mean more than the little things that constantly occur. We cannot expect children to be men and women, nor should we try for anything of that kind. The cases that I refer to are those cases of direct and premeditated disobedience, often supple-

mented with impudence. Now what is the cause of this? I believe in nine cases out of ten the fault is with the parents. I have had parents tell me that they have told their children to disobey their teachers. What then can we expect from the scholar? They knew that whatever trouble they might have with the teacher they would be supported at home. Besides these there is a class of parents that do not mean to defy the teacher, that are ready to acknowledge that their children often do wrong, but will not admit that they did, in the case for which they were punished. I do not mean to say that the teacher may not make a mistake, or that the parent should not complain to the teacher or to the superintendent, but only that he should not let the child know that he is sure of support at home.

I know that it is natural for a parent to feel sympathy for a child, when that child has been punished by some one else, but it is mistaken love that causes them to show it as they do.—J. P. REYNOLDS, *Superintendent*.

COVENTRY.—*Training for Crime*.—If boys, or young men, as they consider themselves, are to be allowed to form conspiracies against their teacher, and try him in various ways; to disobey orders and give insolent answers when required to perform reasonable duty, and to be upheld in this ungentlemanly conduct, then are we training up men to be contemners of law and disturbers of society.—*Committee*.

CUMBERLAND.—*Respect for Law Necessary*.—Where our teachers mainly fail, is in the government of their schools. No one in these days maintains that a rigid, iron discipline should be enforced on the pupils, especially on the little ones, but it is absolutely essential that an orderly, respectful demeanor should be exacted from all. In fact not the least important object to be gained in sending children to school is, that they may learn there respect for lawful authority and obedience to it; for, as a rule, our law breakers are those who either never went to school at all, or when there were not held in proper subordination.

*Wisdom and Tact Necessary*.—We admit that it is no easy task to satisfy all parties. The most of parents desire to have their children behave well, and are eager to have them learn, but many of them are apt to rebel if the teacher adopts what seems to them strict methods. They think that their children should be specially favored, and they fancy that they have certain peculiarities of disposition and temperament which require them to be very tenderly dealt with. Hence we can see how much wisdom and tact is needed on the part of the teacher that she may not alienate the good will of the parents, and yet at the same time hold a firm rein over the school, and guide it in the direction of obedience and true success. Some teachers unwisely resort to a great deal of coaxing, or they make showy and attractive gifts to the scholars, or they threaten and bluster. If all these devices fail, they at last yield the school wholly up to their pupils, and are satisfied with the order so long as things don't reach that chaotic condition, in which it is impossible for any recitations to be heard, or any studies to be learned.—R. MURRAY, JR., *Superintendent*.

NEWPORT.—*Elements of Morality*.—While great care and labor must be bestowed upon mental attainments, we are all duly impressed, we trust, with the fact that the moral education must never for a moment be lost sight of. Out of deference to all sects represented in the schools, the moral training must be secu-



lar, but as such even, it can be made to enforce those great ethical principles which have been long since demonstrated by human experience to underlie social order and the well-being of the race. The elements of this work are, first, the formation of right habits, second, the inculcation of fixed principles of right, and, third, the development of moral judgment. As the pupils advance, the constant aim must be to reach their intelligence and bring them into active sympathy with the better ways of living, leading them to exemplify in their conduct, as far as possible, the fundamental virtues of self control, industry, honesty, kindness, justice, and courage.—J. H. COZZENS, *Chairman*.

*Removal of Obstacles.*—The introduction of a course of study and a system of examinations framed under the advice of the teachers themselves, and the general recognition of the principle that disorderly scholars can more easily settle with their teachers than with the superintendent, have removed some of the head winds and high seas from the course of the schools.—G. A. LITTLEFIELD, *Superintendent*.

**NORTH KINGSTOWN.**—*Good Order not Irksome.*—The discipline of our schools is gradually improving though we are still far from our goal. Our teachers are fast learning that children, even the very small ones, can be easily subjected to considerable discipline, and tire no sooner under the most systematic regulations, than when the order is left entirely to themselves.—W. C. BAKER, *Superintendent*.

**NEW SHOREHAM.**—*Painstaking Study and Effort a Necessity.*—The easiest as well as the most efficient means of keeping pupils quiet, is to provide something for each one to do, and the most effectual way to induce them to do it is to interest them in their work. A few teachers seem to have a method of so regulating the machinery of the school, as to keep every part in harmonious motion, with little or no friction and apparently without design. This is not done by any natural gift and is not the result of happy accident, but of painstaking study and effort, although it is true that continued effort in this direction, as in every other, makes habit a kind of second nature.

The teacher should endeavor to acquire a knowledge of character so that he can read each individual nature, its necessities, its weak, as well as its strong points, and thus be able to encourage its worthy efforts and attack its foibles from a position of advantage. I am not inclined to be drawn into a discussion of the question whether corporal punishment is under any circumstances advisable in the school-room; but there is no manner of doubt, that he is far superior who can achieve his ends by moral influence or by that species of intellectual superiority, which makes the mischievous or contumacious pupil feel that he has been outgeneralled, and compels a respect that ends in obedience.—C. E. PERRY, *Superintendent*.

**NORTH SMITHFIELD.**—*Features of Good Discipline.*—No school ever attains any degree of excellence that is not thoroughly disciplined. Pupils should be taught to respond promptly to the call of the bell, to pass quietly to and from their classes, and to march out of, and into, the school-room at recess with military precision. No pupil should be deprived of any portion of the recess for misconduct or imperfect lessons. The recess is designed for other purposes far more beneficial. Quietness in the schoolroom should be observed at recess as well as

during study hours, thus teaching the pupils to regard it as a place for quiet study. The teacher whose school is best disciplined makes no arbitrary use of his authority, but, by kind words, a pure, noble example, and firmness in securing obedience, finally secures a willingness to follow where he leads.—*Committee.*

PORTSMOUTH.—*Conduct, an Important Element of Education.*—The conduct of the children not only in the school-room, but out of school hours is an important element in education. No school is worthy of the name that is not well governed. It is the teacher's duty to suppress lawlessness, in any and every form. Boisterous conduct, want of respect to superiors, coarse, immoral ways, if tolerated, are fatal to the reputation of any school. It is a most difficult task, however, for the teacher to do much for the manners and morals of the pupils if such things are neglected at home.—J. S. PEARCE, *Superintendent.*

RICHMOND.—*Teacher Must Control.*—Good discipline is essential to success. Firmness, with kindness, is all that is necessary in most schools. There may be some cases where a light punishment is called for. The time in the school-house should be well utilized. A school may be small and the pupils young, yet a teacher may keep busy and secure the attention of all. The school-room should be kept clean, orderly and attractive, and when the pupils enter it they should leave their play outside. Every one should be taught to attend to his or her own business and not interfere with others.—C. L. FROST, *Superintendent.*

SMITHFIELD.—*Need of Special Moral Instruction.*—The need of special moral instruction and of constant attention to the moral condition of the pupils has been more and more apparent.—*Committee.*

SOUTH KINGSTOWN.—*Improved Methods and Results.*—Cases of discipline submitted to the superintendent have been easily settled, and the number has been surprisingly small. Of parental interference for trivial reasons there has been too much, and more than enough of quarreling among the people in two or three districts; but as such things occurred in the famous good old times even more frequently than now, it may be hoped that the day will come when parents will co-operate cordially with teachers in promoting the highest good of children; and when a prolonged district quarrel will be considered evidence of at least a mild form of insanity on the part of us, who are always right, as well as on the part of our neighbors, who are invariably wrong. These quarrels are annoying, to be sure, but they are only temporary. In hastening the advent of an era of district peace, the teaching fraternity, supported and stimulated by popular sentiment, has set an example deserving imitation; for the order of our schools is much better than it was twenty-five years ago, and it is now steadily improving, although we do not use a tithe of the corporal punishment, the unfeeling sarcasm, and the downright scolding then employed. It is now in order for the people to advance a little in the line of forbearance with fallible neighbors and sympathy with both sides in the little disagreements of the school.—A. W. BROWN, *Superintendent.*

TIVERTON.—*Care of the Playground.*—The schools give the children good playgrounds, and the teachers should see to it that they are taken care of, and by personal influence and authority should endeavor to keep them free from violence, profanity and all evil words. The rules require this very emphatically.—*Committee.*

WARWICK.—*Elements of Good Order.*—Good order is invariably the best evidence of a successful school. The ability to govern wisely, without waste of valuable time, and with but little resort to "corporal punishment," is one of the rarest qualifications of a teacher, and the highest literary attainments will be of little avail without it. Pupils should be taught to exercise a proper deportment at all times, especially when classes are called or dismissed, or when passing to and from the school-room, as at recess, etc. At such times the teacher must have a detailed plan, and require it to be executed with military exactness, as a means of preserving order, and cultivating in the pupils precision of action. Pupils should be taught that carriage is an expression of what they are, and be encouraged to be what they would have indicated by their conduct.

They should be taught the importance of neatness of person, dress, care of books and desks, preparation of exercises and exact answers thereto, and the heinous offence of obscenity and profanity upon the school premises. Pupils who can comprehend what is required of them, who have learned something of self-control, who have tasks assigned them, demand much less governmental oversight than smaller children, whose heads and bodies are continually turning, whose feet and hands are always in motion, and whose lips move almost involuntarily. The best rule, I think, to preserve order, is to be sure that each pupil is kept busy. Let the employment be actual study, so far as is consistent, but too much time devoted to one subject without change is unprofitable. Exercises for small pupils should not continue more than fifteen minutes, and for the higher grades more than thirty. When the general interest wanes it is time to close the exercise. A thoughtful teacher will devise many methods of gaining and holding the attention of pupils who are not actually engaged in study. True discipline, both in study and deportment, is a component part of a good school. Pupils educated in such schools, and by such teachers, as a rule, become good citizens. The teacher who successfully accomplishes such work must be a personal model of order; of correct moral and religious deportment and self-discipline; and, first and last, his work must be based on and supplemented by home influence of the right character.—D. R. ADAMS, *Superintendent*.

WESTERLY.—*Substitute for Corporal Punishment.*—Corporal punishment has been argued for and against. It has, until recent times, been considered the best, if not the only, means of properly governing schools, while more recently it has been excluded altogether in some places. I believe that its use should always be kept at a minimum, but to forbid it entirely would be to take from the teacher the sole means of governing some. By way of experiment, and in the hope that some better method than its frequent employment might be devised, I began in September the following plan. Blank forms were placed in the hands of the respective teachers.

Upon these slips the teacher was requested to place not only the date but the exact time of day at which the pupil was sent to me, together with a careful statement of the misdemeanor and the punishment recommended, and to sign her name. After talking kindly to the offender, it has been my custom, provided it is the first offence, to return him to his room, making note on the lower half of the sheet of the action taken. In case he is sent to me a second time, he is usually whipped with a ruler upon the body, the severity of the punishment depending upon the gravity of the two offenses.

A few statistics will show how this system has worked. The number of pupils sent to me for a first offense is 83; number for a second offense, 16; number whipped, 11. In no case have I administered corporal punishment in the same session with the occurrence of the offense. A misdemeanor committed in the forenoon is punished in the afternoon; one in the afternoon, on the next day. Corporal punishment has not been interdicted among the teachers, but has been used sparingly. E. C. WILLARD, *Principal*.

*Hearts to Train as Well as Heads.*—Teachers should ever keep in mind that they have *hearts* to train and unfold as well as *heads*. Moral training should never be over-looked or neglected in our public schools. The State wants *good*, as well as intelligent, men and women for its citizens, and the world greatly needs them. There are many opportunities and ways given the teacher to inculcate right, truthfulness, honesty, integrity, purity, temperance, unselfishness, indeed all the virtues and sweet graces of the soul. He or she can reprove selfishness, meanness, rudeness, and cruelty, and commend the things that are gentle, pure, true, beautiful, and good. Teachers can and should suppress profanity, obscenity, impurity, vulgarity, lying, and kindred evils; and ever keep before the pupils a high standard of moral excellence. The teacher should guide the pupil in the books he should read, inducing him to avoid the bad and seek the good; also help him to overcome and forsake evil habits. The teacher can do much of this work by earnest instruction, loving persuasion, and good example. A pure and lovely character has more potency than words; yet line upon line, and precept upon precept, and faithful work, are necessary to secure the blessed results. The teacher who saves any boy or girl from corruption, dissipation and ruin, and inspires and guides any pupil to be true, noble and good in life, is conferring a great blessing upon the individual, and upon the world, and will receive for it the blessings of Heaven.—O. U. WHITFORD, *Superintendent*.

WOONSOCKET.—*Tact is Everything.*—Books and rules are only means and not ends. Some of the teachers fail, perhaps, to realize the full significance of this fact, and confine themselves too closely to the printed page, and to the discipline of the school. Good order, is of course, essential. To be attentive, obedient, and well-behaved are as important as to read and spell. The child comes to school to learn what?—book knowledge? Not that alone, by any means. He comes into a little world where rights and duties, and the good and the bad, are brought before him each day and each hour. He is influenced more by what the teacher does than by what she says. The teacher's manner gives character to the school. The best discipline is secured by the least effort; tact is everything. The child must be busy about something; if he can be kept interested in his studies the discipline can be left to take care of itself.

No teacher can gauge her work by the time spent upon it. She has an eager, inquiring audience, with minds ever on the alert to learn some new thing. Ten minutes' teaching addressed to their eyes and ears may accomplish more than half an hour in dull, listless book hearing. "The open eye, the outstretched hand of the infant, are soon followed by the listening ear and the inquiring tongue of the child. To guard this impulse from injury, to gratify without dulling it, to stimulate without overburdening it, to direct without attempting to tyrannize over it, to keep it ever eager, vigilant, and healthy, is a great part of the teacher's work." [Gen. Morgan.]—F. E. MCFEE, *Superintendent*.

## DUTIES OF PARENTS AND CITIZENS.

COVENTRY.—*Harmony in District Affairs.*—There is no greater drawback to good schools than the little quarrels and bickerings, which, beginning in some outside matters, are brought into the district meetings, and there grow until two or more parties are formed. Then the party that is in the ascendancy elects district officers, and runs the school altogether for themselves, without reference to the wishes of the minority. Those who are not suited with the trustee selected, or the teacher engaged, refuse to send their children to the school, and the school and children suffer in consequence. All personal dislikes should be left out of school affairs entirely. We acknowledge every one's right to quarrel whenever he wants to, but we hope it will be kept out of school affairs.—*Committee.*

CRANSTON.—*Improper Interference.*—Politics should not be allowed to meddle with either school, teacher, or trustee in the discharge of their duties; neither should parents be too ready to call in question any act of a teacher without a thorough knowledge of the facts which made the said act really necessary. Such a course has resulted sometimes in blaming the teacher for doing just what ought to have been done.—C. W. EARLE, *Superintendent.*

CUMBERLAND.—*Value of a Visit in Term Time.*—The best time in which to get a clear insight into the workings and management of the school, is to visit it during term time. Then again, it helps teachers to know that parents are considerate of their difficulties and trials, and strive to smooth away any possible friction that may arise in regard to the treatment of their children, by acting on the principle "Come and let us reason together."

*A Serious Hindrance.*—On the other hand, it is a serious hindrance and discouragement to the teacher, if the parents rarely or never visit the school, or only do so to criticise and find fault. It is also discouraging, if the teacher has reason to believe that the children frequently hear at home slurring, sneering remarks about her and her work, and that insubordination against her authority is encouraged and fostered there, instead of being sternly frowned upon. Parents also sometimes try to interfere in what lies outside their province, by attempting to dictate to the teacher what studies their children shall pursue, and in what classes they shall recite, and by imposing their own whims and caprices as laws upon the teacher. It is also a discouragement, if the teacher must spend seven or eight hours each day in a cheerless, uncomfortable, dilapidated school building, whose dingy walls, and crumbling ceiling, and defaced woodwork, and well-nigh worthless blackboards have for years appealed in vain for the services of the white-washer, the plasterer, the painter, and the carpenter. The exercise of a little public spirit and good sense in a community can easily remove these hindrances, and make the vocation of the teacher a well-spring of "sweetness and light," instead of its being, as it often is, a source of discontent from the rankling sense of injustice at the treatment frequently received.—R. MURRAY, JR., *Superintendent.*

GLOUCESTER.—*No Good School Without Coöperation.*—More than one district during the year past has proved it to be a fact that there can be no good school without co-operation. That a person should be willing to put out his own eyes for the sake of doing somebody else an injury seems more strange every time we see it done. Matters so slight that no wise parent, who had only the welfare of his children at heart would notice, have been taken up and made much of, withdrawing whole families of children from school. If such would only stop and consider that perhaps the teacher may have some call for forbearance; that all the wrong may not be on one side, such things would not happen. Such interferences undermine the teacher's authority and spoil the school; but worse than that, the children are, by their own parents, cheated out of the little chance they have for education, and their moral natures warped. This is a matter of the greatest importance to the community and state. A child who is spoiled at home is never found to be a good example of obedience and politeness at school, but if the parent will let the child distinctly understand that no act of insubordination at school will be sympathized with at home, the chance of making even the spoiled ones useful, law-abiding citizens in the future will be greatly increased. There is probably no teacher competent to govern a school without friction, while exposed to a storm of criticism on the part of parents in the presence of pupils.

The following advice to all who have children to educate can hardly come amiss. See that your children are present on time at each session, with the required text-books; remind them that they must give implicit, prompt obedience to school regulations; make them sure that no sympathy is to be expected at home if complaints are made; then trust them to the teacher.—J. RODGERS, *Superintendent*.

NORTH SMITHFIELD.—*Evils to Avoid.*—Parents are in a measure responsible for the progress and successful government of our schools. Look for the good qualities of the teacher as well as the bad, something to commend rather than to condemn. Do not regard every petty complaint brought home by the pupil as evidence of the unfitness of the teacher. Above all, talk not of the failings of the teacher in the presence of his pupils; for, if they know that a teacher is unpopular, and without the support and co-operation of the parents, that teacher must fail, sooner or later, no matter how much encouragement he may receive from the school officials. Oftentimes, gossip about a teacher is accepted as truth, and he is at once condemned.—*Committee*.

PROVIDENCE.—*The Parent's Opportunities.*—Every good teacher would gladly welcome the visits of parents, and not only appreciate advice and information as to the individual peculiarities, needs and conditions of the children, but would promptly act on such information, and much of the wearisome friction now existing would be removed. No parent is of course expected to perform the labor for which the teacher is paid, but a proper and continued interest, a supplementing of the teacher's advice and directions by a hearty endorsement, and above all, an upholding of the authority of the teacher before the pupil, or the prompt report to the committee of such well grounded and proved complaints as will remove the teacher, if not a fit and proper person, will go very far towards putting the schools in the very best possible condition.—*Committee*.

**WARWICK.**—*Criticisms Dependent on Knowledge.*—All persons who think that serious defects are found in the work and results of our schools should put themselves in possession of the requisite data for judgment, by a personal inspection and careful examination of the every-day work therein. The school registers show that our schools, where great interest should be centered, are sadly neglected by parents and others. If they would encourage their boys and girls and the hard working teachers by their frequent presence in the school room, ask questions, make suggestions, speak the pleasant word, and thus show their interest in a quiet way, the results upon school and teachers would be little less than marvellous. Information detrimental to a school, derived from a dissatisfied tax-payer, or the indignant parent of some disobedient pupil who has received punishment, cannot always be relied on, and the efforts of the teachers, and school officers are constantly being misunderstood. To make our schools successful, school officers and others, particularly parents, should visit them, consult, sympathize, and co-operate, working together for one common purpose, the best good of the children.—D. R. ADAMS, *Superintendent*.

**WESTERLY.**—*Responsibilities of Parents.*—Parents are almost as much responsible for the efficiency and success of a school as are the teachers and school officers. Without the hearty co-operation of the parents, they can accomplish but little good. Therefore, to make the school what it should be for their children, they should take an interest in their school and teacher, in the school-house and grounds, in all the pupils. They should visit the school frequently, encourage both pupils and teacher, and make such suggestions as in their judgment they think would improve the school. They should not allow their children to be absent from school without good reason, and should never criticise the teacher in any respect before their children. They should never allow the spirit of grumbling to possess them, or prejudice control them in any attitude or action toward the teacher and school. They should be fair, just, generous, and helpful in whatever can and should be done to build up their school. They should stand by the teacher in every right and just measure used to control the school, though their own children may suffer thereby. They should attend every school meeting, and give a hearty approval and substantial support to every measure and effort which will make their school attractive and efficient. Such a course pursued by the parents in a school district will realize to them and their children the best results of the common school, all other things being equal.—O. U. WHITFORD, *Superintendent*.

**WEST GREENWICH.**—*Rumor a Poor Basis for Criticism.*—Get your knowledge and impressions of the school from actual observation, and not from idle rumor outside, colored perhaps to suit the occasion. Do not find fault with the teacher without some real cause. Any one who is acquainted with the people can easily verify the fact by examining the school registers, that the habitual fault-finders very seldom have their names enrolled on the visitors' record.—C. F. CARPENTER, *Superintendent*.

## EDUCATION.

CHARLESTOWN.—*Not a Fixed Quantity.*—Like the wind, education is unlimited. In the minds of a few, nevertheless, an education is a fixed quantity, bounded by the narrow limits that include a partial knowledge of spelling, reading, writing, geography, arithmetic, history, and grammar. It is generally conceded, however, that the education of a people should always conform to their necessities; that, as the situations of human life vary, so the education should undergo a variation. Our rude forefathers did not meet with the radical change which has been wrought in the present conditions of life. The railroad, steamship, telegraph, telephone, and the many other useful inventions of the nineteenth century, have changed in a great degree our individual and national resources; and those who would thrive in business pursuits must now obtain a far better education than that which was required of the past generations.

*A Neglected Work.*—The education of the pupils of this community can not be liberal, so long as the resources from which our public schools derive their support are wasted by the oft-neglected, wrong-directed, and ill-performed work, and by the no-work-at-all theory. If we intend to educate our sons and daughters, so that they may be able to perform life's labor best, that they may be bright and shining lights to the human race, and that they may cheer and comfort us in our declining years, we must awake from this state of apathy and inaction, and go forth with a strong desire, a fixed purpose, an unyielding determination, to accomplish all that we can of the noble and never-ending work that lies before us.—*W. F. Tucker, Superintendent.*

COVENTRY.—*The Schools.*—The subject of the education of the rising generation is of vital importance to all our people. Our common school system of education is the basis upon which rests the structure of all our free institutions, both religious and political. We should be admonished, then, to guard with argus eyes the foundations of our beloved institutions, remembering that "eternal vigilance" is the only safeguard on which we can rely for the perpetuity of our institutions.—*Committee.*

JAMESTOWN.—No better legacy can be left to boy or girl than a full knowledge of how to take care of himself or herself by understanding the relations of society, and his or her duty to it, to the community, to the State, to nature and nature's God.—*Committee.*

NEWPORT.—*Education Defined.*—Educational discussion is becoming universal, and the subject-matter of school reports necessarily trite. The best things, however, are the oldest. The spring, as has been said, does not become weary of blossoms nor the night of stars. To thoughtful minds, the training of the young can never become a threadbare theme, so long as we continue to accept the grand definition of education recently uttered by the venerable Dr. Hitchcock at the dedication of the Fall River high school-house. The brilliant ceremony had attracted an audience of perhaps two thousand people, who seemed to have in some measure an appreciation of the myriad fruitful thoughts which would be set in motion within that magnificent structure to weave for the prosperous city



a fabric of culture richer far than the best product of her famous looms. There was an inspiration in everything about the building and the occasion from the golden chime in the western tower pealing forth at intervals an oratorio of aspiration, to the well-equipped observatory in the eastern dome ambitious to search even the heavens with its powerful glass. Under an inscrutable Providence it was to be but a few short hours before the eloquent orator now holding every eye with the resultant convictions of a long lifetime would cease to speak forever. It seems now that the very touch of eternity with its superhuman earnestness had already alighted upon him. "Education," said he, "we may well insist upon it, is a great work and a great thing, far greater than mere encyclopædists have any idea of. It takes account of the whole constitution of men, body, soul, and spirit. It aims at rugged health, alert intelligence, well-rounded, staunch, and forceful character, not a sound mind only, but a sound heart also in a sound body. It undertakes to teach men not only what to think but how to think, and how to take care of themselves, both for time and for eternity. It can rest content with nothing short of sound, wise, pure manhood, self-supporting, self-respecting, self-defending."

*Increasing Demands.*—It is gratifying to observe the increasing esteem in which our schools are held by the people of surrounding towns. If there were any considerable volume to the unjust criticism occasionally heard upon the schools, this non-resident appreciation might be cited as a good refutation of it. There is a steady current to Newport of families attracted by the educational facilities afforded here. The maxim that blessings brighten as they fly has been brought closely home to many who have been obliged to move away to localities less exceptionally favored in point of school privilege. Whatever efficiency has been attained by the schools of the city has been due primarily to the generous public support accorded them for which all friends of education must feel profoundly grateful. What was generous support, however, five years ago will not be generous support five years hence, nor next year even. There has been for several years a tendency, either conscious or unconscious, to appropriate for schools the same invariable sum, regardless of the particular needs of the year. It is like attempting to clothe a growing boy throughout his teens with the same surface of cloth. Enlargements and improvements worth having cannot be had for nothing.

*Industrial Training.*—It is fortunate that we are able at this time to make a few eliminations from our crowded curriculum. Otherwise it would hardly be practicable to consider the question of introducing industrial training, which is just now forcing itself auspiciously upon us. The Newport Industrial School for Girls, at the Townsend homestead, Broadway, through the President, Miss Katherine P. Wormeley, generously offers to take classes of girls from the public schools and give them lessons, free of tuition for the remainder of this year, in the subjects of general household work, sewing, cooking, and dressmaking. This school has been crowded, and has attained marked success during the past few months, many applicants being unable to gain admission. It is the uniform testimony from the homes of the girls who have attended that no lessons ever given them resulted more quickly in practical ability to do useful things. The promoters of the Industrial School for Boys, too, successfully conducted last

year at the Perry Mill, make a generous offer with regard to giving instruction to boys in the use of tools. The acceptance of these offers would enable us to provide one lesson a week of about two hours' length for each boy and girl in school above ten years of age.

The great value of manual training is being rapidly demonstrated in other cities, notably in St. Louis, Philadelphia, Boston, and New Haven. The advantages claimed to result from the combination of mental and manual instruction are quoted from high authority as follows in the school report from Albany: "(1) larger classes of boys in the grammar and high schools; (2) better intellectual development; (3) a more wholesome moral education; (4) sounder judgment of men and things; (5) better choice of occupations; (6) a higher degree of material success, individual and social; (7) the elevation of many of the occupations from the realm of brute, unintelligent labor, to one requiring and rewarding cultivation and skill; (8) the solution of labor problems."

The history of the industrial movement in other places only confirms the wisdom displayed by the Board when in January, 1886, they voted to introduce manual training and asked the City Council for an appropriation for the purpose. Recent observation of the manual schools established here by private enterprise must convince anew of the value of such training. Very few school departments elsewhere, in entering upon the work, have had the advantage of having flourishing schools set before them ready made for adoption. We are specially favored, and we ought to make a commensurate effort to take advantage of our opportunities, especially in view of the fact that the generous bequest of the late Miss Ellen Townsend will yield, after a year or two, a sufficient income, and one which can be spent in no other way, to maintain a department of industrial training for boys, upon a permanent, strong foundation.

*Manner of Introduction.*—The first question to be met in considering the subject is how to find the time for the manual lessons. In other cities, the pupils are taken in school hours from the regular schools by delegations and sent to the industrial school, being selected upon some exclusive principle. There are objections to such a plan, which must increase as the enthusiasm of the movement abates, and the work becomes a settled part of the curriculum. The school board of the city of New York, after the most extended examination of the subject that has yet been made by a municipality, have just reported in favor of attaching manual training to their school system, but against the plan of sending detachments of a school away to another building in school hours to take the lessons. Such a plan must cause serious interruption of the regular studies. It amounts to the admission that a scholar can be absent from school a half day without loss, an admission which would only confirm certain parents and children among us in a belief which they already appear to entertain and which operates to retard our schools more than any other ordinary hindrance. Superintendent Harrington, of New Bedford, in the course of a vigorous paragraph showing that the ultimate introduction of manual training is inevitable, says he "should discountenance any such partial experimental arrangement as is in progress in Boston and elsewhere, whereby membership in the industrial school is made the reward of superior scholarship and is limited to a comparative few."

\* \* Others have brought the tentative experiment to a sufficiently successful

issue to satisfy any reasonable mind. No more experiments then, but the broad reality." It is important that the new lessons, if introduced, should be given in harmony with the existing course. Teachers, parents, and pupils must not be allowed to get the impression that there is the least rivalry between the lessons from the text-books and those from things. It is a standing rule of the Board, which we already have some difficulty in enforcing, that no pupil shall be permitted to leave school before its close for the purpose of attending to any private lesson. At the outset it will be impracticable to make the manual instruction compulsory, and unless it can be given a legitimate time and place in the course, the majority of the ambitious pupils will decline to take it, for fear of losing some important lesson, and hence of losing their scholarly standing in which they take so much just pride. The unambitious pupils would no doubt be willing to leave school at any time to take other lessons, but they can least afford to do so, and they would constitute by no means the most desirable attendants at the industrial schools. Anything like conflict between the new schools and the old must result to the injury of both, but, if each can be given a dignified place of its own in the school day, the patronage of each and a keen relish for the work of each will be abundantly assured.

*Proposed Schedules.*—In view of the above considerations and yet of the great desirability of taking up the manual work in some way, I have given much thought during the past year to the plan of holding one session in the early part of the day for all the common schools and a session for the industrial schools in the afternoon. I am not yet ready to recommend the plan unqualifiedly for permanent adoption. I propose it for consideration only, but I do so in the belief that it would be wise to try it during the approaching fall term, as an experiment, as we tried the no-recess plan, with the understanding that if it failed it could be abandoned at the end of the term. We already have one session from nine to two in the high school. The common school hours which I would suggest, if the plan were to be tried, would be from 8½ to 12½ beginning thus only fifteen minutes earlier than nine o'clock under the old standard of time. This would give a session of four hours a day instead of the four and one-half hours we now have. The apparent loss of half an hour a day could be made up substantially. We now have four weeks of vacation besides that in the summer. Two weeks would answer every purpose, one at the holidays and one the last of March together with the single days of Thanksgiving and Election. The summer vacation might perhaps be shortened a week, too, without detriment to pupils in view of a different arrangement of sessions throughout the year. We are already accustomed to hold one double session on many days for storms, examinations, etc., each one of which is only three or three and one-half hours long. This custom would be given up as it is at the high school, and would result in a gain of half an hour or an hour of school time on each of those days. So, speaking in round numbers, it is substantially certain that the adoption of the proposed one session would not lessen the present number of school hours for teachers, while for pupils, counting the time at the industrial schools, it would slightly increase the hours.

*Advantages of One Session for All Schools.*—The objection which will at first seem serious is the length of the proposed session for the younger pupils. Fair

trial would clearly settle the question. To me it seems entirely possible to so conduct the session as to remove that objection. It must be borne in mind that the work of the primary schools, patterning after the kindergarten, while more instructive, is much less tasking, much more like play than in the old time schools where the first aim was quiet. Children are not required to sit long in one tiresome position. A great many interesting diversions are introduced. The order of exercises can be so arranged in all the schools that the more difficult studies like arithmetic will come early in the session, and the easier like reading and spelling later. One short lesson should be set every day to be learned at home. At intervals, increasingly frequent in the lower grades, the windows should be thrown open and physical exercises conducted in concert as they are now, the air of the room being thoroughly changed. Pupils should be allowed to leave the room singly for a minute as they are now, at will, without being required to make themselves in the least conspicuous in doing so, the janitors being constantly present in the halls to see that no disorder or undue loitering occurs; and, in addition to what is done now, there should be given, not an old-fashioned recess, for we do not wish to go back to that, but in the school room during the session there should be given at intervals brief periods when the pupils could be "at ease," moving freely about the room and conversing in the presence of the teacher, but avoiding every form of rudeness. Refined recesses of this sort with the pupils free from absolute restraint would afford the teachers good opportunities to impress valuable lessons in manners. With one session closing at 12½ o'clock, it would be impracticable to detain pupils after school; the advantages of this circumstance would outweigh the disadvantage. The custom of detention is quite too prevalent. The afternoon session alone in case of many pupils often amounts to one of three hours, in the weary part of the day, and tends more directly than any thing else to exhaust teachers and to make school irksome to pupils. Most of the work now done after school could be done better in school during the fresh hours of a morning session. Teachers must not fall into the habit of devoting school hours to general lectures and postponing all cases that need special assistance until after school. Let a subject be taught to the whole class one day, and to the slower individuals during the succeeding days until every pupil gets possession of it. In the case, however, of pupils who fall behind on account of absence from sickness and of those who need private admonition, it is convenient to be able to meet them, especially the older pupils, out of school hours, as is done at the high school. It would, therefore, be wise without doubt to give the teachers of the first and second grammar grades the power to compel the attendance of pupils on one fixed afternoon of the week, perhaps Friday, from 2½ to 4 o'clock.

With the afternoons thus left free for the industrial schools, it would be practicable to give two lessons at each of them from 1½ to 3½ and from 3½ to 5½ o'clock, accommodating daily fifty boys, forty-eight girls in sewing and household work, thirty in cooking, and twenty-four in dressmaking. One lesson a week would be sufficient for a pupil, and with that, under the proposed arrangement of vacations, the grammar and intermediate pupils would spend more time at school than they do now. The pupils ought to be under the direction of the school department while at the industrial schools, subject of course to the special direction of the authorities at those schools. The industrial work of the pupils should

be carefully taken account of and reported to this office upon a scale, for example, of excellent, good, passable, poor, or very poor. If a pupil there were marked excellent or good, some stated allowance could be properly made him upon his general average standing here. It would be found an advantage from a disciplinary point of view to require one of the teachers of the common schools to be in attendance at each of the industrial schools every session as an assistant. A calendar of such attendance could be arranged which in the course of a month would include most of the teachers and would prove in no sense burdensome to any of them. Such attendance too would more quickly establish sympathy and coöperation between the two systems of schools by acquainting our teachers with the industrial work and by enabling them to illustrate the text books with references to it.

There is evident ground for argument in favor of one session apart from the question of making a place for industrial instruction. From Brookline, near Boston, the superintendent writes "we have had one session a day in all our schools (with the exception or one or two years by way of experiment) for nearly forty years." They open school in Brookline at 8½ and close at 1½, excepting in the lowest primary where they close at 12, but they have out-door recesses, which we do not wish to revive. In Princeton, N. J., I understand they have had one session for many years. No doubt there are other places that could be mentioned. I have made no inquiries to ascertain them. When we consider how much better morning hours are for study, and remember that persons engaged in mental work choose the morning hours to do it in, it seems unreasonable that at two o'clock in the afternoon, the hour at which banks close for the day, the pupils of our public schools should be only half through their mental day's work. A large amount of valuable time is lost by pupils in walking long distances to and from school four times a day. In winter time after three o'clock many of the school-rooms are so dark, even if lighted with the inadequate gas supply, as to be unfit rooms for study. The little private schools of the city have one session invariably, and I have often heard parents mention that fact as their reason for patronizing them. Many parents wish their children to take music or dancing lessons or wish to make other appointments for them. The conflict with public school hours which one session would remove prevents many of them from doing as they wish, while in other cases the children remain at home and lose valuable lessons at school, in order to keep the other appointments. Dismissal from school at half-past twelve daily would bring children home at a dinner hour which would perhaps accommodate as many families among the patrons of the schools as any other one hour that could be named. We often hear it said that our scholars are averse to manual work such as their fathers were so fond of. The fact is they have no time to work. Our little school sessions in the middle of the forenoon and the middle of the afternoon, with the long walks to be taken and the care necessary to avoid tardiness, spoil the whole day. If it were understood that the boys and girls were to be at home every afternoon in the week, excepting one spent at the manual training school, I am confident that they would not be permitted, as may be objected, to run idly in the streets, but that some occupation would be devised for them which would be profitable both to them and to their parents. A part of the daily lesson for

each girl at the industrial school I observe, is to state what work she has done at home since the last lesson. The purpose of the industrial schools is to interest the pupils in applying at home not merely the specific knowledge gained of carpentry, cooking, sewing, etc., but the general principles of neatness, thoroughness, method, and economy. To instil a fondness for work is the cardinal principle. The boys will not be behind the girls in practical application of the lessons learned. Parents, if they can afford it, will do well to furnish their children with chests of tools or with vegetable gardens. Some opportunity for real work must be provided at home or the introduction of it into schools will prove a mere waste of time, the theory without the practice. One session with the understanding that it would never be omitted, excepting perhaps in case of a drifting, blinding snow storm, would remove the disagreeable question which now has to be settled thirty or forty times a year as to whether there shall be a double session of the schools on account of the weather. With one session the outlay for fuel and gas would be greatly reduced, and the janitors would have an opportunity to sweep the buildings if necessary every day, as well as to air the rooms so thoroughly during the sunlight of the afternoon as to remove entirely the foul air which, when certain school-rooms are opened in the morning, seems to have been shut up in them for years. One of the strongest arguments for one session to my mind is the energizing effect it would have upon the teachers. It is the afternoon session which wears them out. They would carefully prepare their lessons in the afternoon and would examine all pupils' work and make out all reports then. In the morning they would give individual attention to instruction. The trouble of school discipline would be reduced to a minimum. It is the afternoon session which breeds disorder. More educational work I doubt not, could be actually done by the average teacher in the four morning hours than is now done in the four and a half. One session, too, would enable us to provide for the teachers upon one afternoon a week the opportunity, which they would gladly embrace for the good of the schools, to take lessons upon the various subjects of the course. If a teacher of penmanship is to be employed, one chief feature of his usefulness should consist in the regular lessons he would give the teachers out of school hours. Most of the subjects taught in the schools could be taken up in turn and presented to the teachers in such a way as to result in great advantage to the schools. Once a month, too, the superintendent could profitably hold a teachers' meeting from 2½ to 4 o'clock alternating fortnightly with the Half Hour Club in the evening, for the purpose of discussing impersonally matters observed in school during the month. Such a teachers' association could be made as regular and systematic in its work as the meetings of this Board are, and could be made highly profitable, but with the present sessions there is no time when it can be conveniently attended.

I have thus run over the arguments as they occur to me in favor of one session, as a means primarily of incorporating industrial training into our course. The considerations, in brief, first, that it would afford school hours equal in number to the present and better for instruction, second, that it would establish the industrial lessons at an independent time avoiding conflict with the present lessons, and, third, that it would afford regular opportunities in the afternoon for effective educational work collaterally on the part of the teachers and the janitors, outweigh in my judgment any arguments that can be brought against

it excepting that of failure upon actual trial. If, however, a trial even of one session is deemed too great an innovation, rather than to adopt the plan of sending detachments to take industrial lessons in school hours, it would be well to consider whether the two present sessions could not be slightly changed to advantage, letting them extend from 9½ to 12 o'clock in the morning and from 1½ to 3½ in the afternoon. This would give time with perhaps little conflict for one industrial lesson before school in the morning and for another after school at night.—G. A. LITTLEFIELD, *Superintendent*.

NEW SHOREHAM.—*Material Development in Advance of Intellectual*.—The material development during the past five years has been remarkable, but interest in educational matters has by no means kept pace with improvements in other respects. I am not prepared to say that there has been any retrograde movement, in fact I think there has been an improvement in the methods of instruction, but this has been due to causes entirely foreign to any influence brought to bear by the citizens of the town.

As an evidence of the lack of interest shown by the people generally in matters pertaining to their mental growth, it may be said that the Island Free Library which numbers some 2000 volumes has for the past five years, been patronized almost exclusively by pupils of the high school.

Very few of the patrons of the public schools give evidence of any special interest in their welfare, seldom if ever visit them, and if they send their children regularly, the duty is performed in a perfunctory spirit, as if it was something to be done as a matter of form, but from which they did not anticipate any benefit. The outlook is far from encouraging. C. E. PERRY, *Superintendent*.

PORTSMOUTH.—*Independent Thought and Expression*.—The aim of education is to develop the mind of the pupil. It is therefore of the greatest importance for him to learn to express himself in recitation with less dependence upon the book, and to give answers in language which is the expression of his own acquired knowledge. They are the best teachers who adopt this kind of training, and they are the best students who give evidence of the mastery of any subject through their own independent thought and words.—J. STURGIS PEARCE, *Superintendent*.

SOUTH KINGSTOWN.—*The Rudiments Insufficient*.—The writer believes most heartily in avoiding superficiality in education; in attempting to do less and do it more thoroughly; but it is with a feeling of surprise that he hears the arguments of some of our citizens against a liberal education. If the tendency of the times were for New England to increase rather than to lessen her ascendancy of the past; if there were indications that coarse goods and raw materials would prove more profitable for us than refined products; and if the measure of our ideal of enjoyment were the satisfaction of merely animal appetites, it would be easy to see why such theories can find advocates. But these things are not so, and our wants are measured by higher ideals. New England has a sharp struggle before her to maintain her present prosperity, and in this struggle the strong hand will not win unless directed by the wise head. It will not do for us to fall behind the rest of New England in educational affairs unless we wish to march in the rear in industrial matters.

It is said that the average citizen needs little more than fair average reading,

fair legible writing, the fundamental rules of arithmetic, with, it may be, a knowledge of fractions for the business citizen, spelling to the extent of the average man's vocabulary of six to eight hundred words, and enough English grammar to understand the parts of speech and their uses, to make a practical course sufficient for their needs. Higher arithmetic with the intricacies of bank discount, compound proportion, progression, cube and square root, etc., algebra, geometry and trigonometry are out of place because the average citizen never has occasion to use them, and no system of education can be called practical which admits the teaching of such things as benefit the few and not the many.

*Disciplinary Value of Study.* There is no better training in the use of words in one's own language than can be gained through a knowledge of Latin and Greek. They have no money value, but they give, as no other study can give, the mental grasp and power through which money can be made, but which money can never buy. All studies are in reality mainly disciplinary; the practical part that can be applied to after life is very small. To teach nothing that is not immediately practical, will produce a narrow education continually growing narrower, with narrow teachers and still narrower teaching. A man can be a lawyer, doctor, minister, teacher, editor, merchant or manufacturer without general education. Any further education than is practically necessary for these callings would be of little value.

*Development, not Knowledge the Prime Essential.*—The prevalent idea that education is something to secure for everybody the largest amount of physical comfort and happiness, is not correct. Education is not giving something to a man, it is rather bringing out of a man what is already in him. It is the development of mental power. It is that culture which we of this generation give to our children of the next generation in order to qualify them for at least keeping up, and if possible raising, the level of improvement which has been attained. The popular belief that the business of the school is to prepare the pupils for the occupations they are to pursue in after life, is not quite true. Back of the preparation for any calling, lies the habit of mind and conscience which alone renders success in that calling sure. These habits of mind it is the business of the school to give. What pupils should carry away from the public schools is not professional knowledge, but that which should direct the use of their professional knowledge. Make our boys and girls honest, truthful, industrious, energetic, attentive, methodical, full of observation and inquiry, and we have insured them success in whatever calling in life they may choose to follow. Men are men before they are lawyers, physicians, merchants, or manufacturers; make them capable and sensible men, and they will make themselves sensible lawyers, physicians, and business men.

*A Truly "Practical" Education.*—Music for the elevation and refreshment of the soul; art for the refining of his nature; science for the discipline of his observation and judgment; language for the development of his reasoning faculties; with such a broad foundation that our public schools may give, or with a broader one of a college, any profession or business he may select will be truly "practical."

The idea may be summarized in this way: we should send our children to school as we take an ax to a grindstone, not for what we get from the stone, but



for the sharpening we give the ax; and while it is true that the facts learned at school are worth more than the dust from the stone, even in much greater ratio is the mind more valuable than the ax. We do amiss when, being able, we fail to give our children the fullest opportunity to enjoy the advantages afforded by the excellent high school in this town.—A. W. BROWN, *Superintendent*.

**TIVERTON.—Improvement Demanded**—It is indeed true that all our schools should reach a higher standard, some of them a much higher one, according to the ages and capabilities of the pupils. The earliest education in the history, both of the world and of the individual, is that of the family; for there were homes in which children were taught before there were schools. But what is begun in the family in the way of right education, should be strengthened and completed in good schools. In the last circular of the R. I. Normal School, it is stated that in training our youth for school teachers, it is sought to develop a high order of character, independence, self control, love of learning, appreciation of the beautiful, faithfulness to duty, zeal for teaching, a mastery of the theory of teaching and skill in its practice. This shows what our schools should be; for the teacher is the example which the pupils are to follow, and whose spirit they are to receive. To the same purport is the law of the State.

For what do you send your children to school? Not simply that they may learn so much Arithmetic, and so much of this and that, but that they may be prepared to live well. You wish them to gain in health, not to lose it by going to school; to gain discipline and vigor of mind, not to acquire careless habits of thought and speech; to lay well the foundations of good morals, to come to know and to value truth and honesty, politeness, manliness, virtue. And to gain this children must be well taught. We must therefore seek improvement in the course of studies taught, and in the teachers by whom the instruction is given.—*Committee*.

**WARREN.—A Large Gift.**—The gift of an education is both a large one for a town to give and for a person to receive. It means enlarged capacity and enlarged possibilities of usefulness and happiness. The goal of an honorable graduation from a full course in our schools is worthy of the consideration of all parents and guardians.—*Committee*.

**Thorough Investigation of Results Demanded.** While it is true indeed, that much of the influence of school training could be observed only by an unveiling of the child's inner life and an observation of its effects as operating there, still, in a general way, we may trace the probable results of our policy in the more manifest life of the pupil developing within the range of our observation, and thus determine whether our provision for the child's needs are fairly meeting our just expectations. The momentous fact that our school-rooms are spots where we are sowing seeds that shall bring to those lives and to society the twofold fruitage of power to enjoy and strength to perform, should move us to a most thorough investigation of our results in all their bearings. As the servants of society we have a grave responsibility, especially as the lives for whose educational necessities we are providing are in the formative period, when impressions are readily received and habits are becoming crystalized.—W. N. ACKLEY, *Superintendent*.

**WEST GREENWICH.**—*Lack of Appreciation.*—While the parent pays taxes for the support of the school, why should he be satisfied with the minimum amount of benefit to be derived from it? Any sensible person will admit that a good common school education is what every one needs, and ought to have; yet many do not feel their responsibility towards their children sufficiently to give them this education when it is brought, as it were, to their very doors.—C. F. CARPENTER, *Superintendent.*

**WOONSOCKET.**—*The Public School for All.*—A proposition has been made to place under the full control of the Committee for four hours a day the French parochial school. I am in favor of this movement and I believe it is for the best interests of the town. We are practically three peoples, with our children going to the "Yankee," Irish and French schools. Scarcely more than five-eighths of our school population are enrolled in the public schools. Only of five out of eight can we predicate with certainty the quality and quantity of their education, or what they are doing to become good American citizens. We desire to make our youth a moral, thoughtful, liberty-loving people capable of understanding and zealous in defending the principles upon which this government was founded; to make the un-American, American; to send out from our schools, not Irish or French, but Americans. Every good citizen must regret that in Woonsocket there is such a diversity of interests in the matter of education. At the very point where the different nationalities ought to come together to learn of common interests, and duties to country and State, they are farthest apart. Is there no common ground upon which the advocates and non-advocates of the common schools can stand? Catholics wish to give their children instruction in the tenets of their religion. Let them do it; it is no affair of mine. But where? Not in the public schools, of course, for in them no religious teaching is to be allowed. But the Irish Catholics own their school buildings, and if the town could hire them for six hours a day they would not be public after that time, and whatever instruction was given would not militate against the spirit of free schools.

I would have Father D'Auray's proposition accepted because thereby we could give one-fourth of all the French children of this town a good education; we could make the French people interested in our public schools; we could improve indirectly the teaching in the other French schools; we could better enforce the truant law; we could secure more regularity of attendance in the town schools, as there would be less disposition to change from one school to another.

I do not wish to be misunderstood on anything that I have here advocated. I believe the public schools are the hope of the republic. They should be a sacred trust. No power should be permitted to lessen their usefulness. But yet the object for which they were established should not be lost sight of, to educate the people, and there is such a thing as being too conservative. I believe that if several hundred children can be brought under the beneficent influence of our common schools by some compromise which would not involve the sacrifice of any important principle, we should not hesitate to do it.—F. E. McFEE, *Superintendent.*

EDUCATIONAL MEETINGS.

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CRANSTON.—*Societies for Mutual Improvement.*—By some of the pupils, societies have been formed for mutual improvement. They and some others who may wish to join, organize and appoint a president and other officers from their own number, meeting once in two weeks under the immediate care of the teacher, and spending the time in reading essays upon subjects previously given, in recitations and music. They also furnish contributions for a paper issued monthly, original articles only being allowed in said paper.—C. W. EARLE, *Superintendent*.

NORTH KINGSTOWN.—*Teachers Need to Compare Notes.*—There have been no teachers' meetings during the year, for the reason that the teachers did not care to attend. This has seemed a mistake, for they could derive much profit from frequent meetings and discussions of their work. As an offset to this, the committee have granted to the teachers the privilege of visiting schools a half day in every month. Teachers are apt to get into ruts and stay there, unless they go outside of their own rooms and see how others do.—W. C. BAKER, *Superintendent*.

NORTH SMITHFIELD.—*Teachers' Meetings.*—During the year five teachers' meetings have been held. Teachers were allowed to close their schools to attend them. The majority of our teachers have attended each meeting, though the weather at times was severe, thus manifesting a willingness to help sustain the committee, and a desire to better qualify themselves for their work. Practical methods of teaching the common school branches, essays upon School Government, Manners and Morals, and remarks upon general topics relating to school work have been given by teachers, committee, and superintendent. We feel that the teachers have been more fully aroused to the importance of their work and that the schools have been bettered by this mutual interchange of thought.—*Committee*.

EVENING SCHOOLS.

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BURRILLVILLE.—*Needed in All Villages.*—An evening school, with a fair attendance and a good degree of success, was maintained in the village of Pascoag. There is a class in all our villages who would be greatly benefited by such a school. It were far better for our young men to spend their evenings in such a school, than to waste them lounging around places of resort, whose influence is in nowise stimulating to virtuous deeds.—A. H. GRANGER, *Superintendent*.

CUMBERLAND.—*Generally Successful.*—Most of the scholars who attended the evening schools, especially those who continued to the end, came from the right motives, desiring self-improvement, and showing no inclination to convert the school-room into a place of mere amusement or of listless idleness. No pupils were admitted under thirteen, but we could have wished that more adults of twenty years old and upwards had seen fit to avail themselves of these privileges.

The average age of the pupils was sixteen. As is always the case in such schools, there was a steady diminution in the attendance till midway in the course, when it remained about stationary.—R. MURRAY, JR., *Superintendent.*

LINCOLN.—*Results Beneficial.*—The schools were well conducted, and the result has been beneficial. Most of the pupils appreciate the opportunity and a few made marked progress.—*Committee.*

NEWPORT.—*Limited Field.*—The attendance upon our evening schools continues on the whole less satisfactory than that of any other city with which I am acquainted. Our climate is not strongly conducive to study under difficulties in any form. We are not a manufacturing community, and most of the young people who wish to learn from books are enabled to attend the day schools. The only really thrifty field of usefulness for evening schools here seems to be among a class of adults who wish to make up for lost early opportunities, and that class have not attended in such numbers or with such regularity as to justify the abundant opportunities that have been opened for them during the past three or four years. There could be no better investment than to provide elementary evening schools for every person in Newport who will regularly attend, but to open and light school-rooms and engage teachers to stand waiting for two or three pupils to loiter in when the session is half over, is not only a great waste of money, but, as a greater waste still, it is an apparent reduction of school privilege even to the inconsequential status attending almost every thing for which there is no demand.

*Suggestions.*—For this winter, therefore, in addition to all the other recent measures of improvement that have been adopted, I would recommend, first, that before opening the Clark street evening school, an effort be made widely to ascertain the names of all who will attend regularly for a term of ten weeks; second, that teachers, at the rate of one for every fifteen pupils or fraction thereof, be engaged, only after such information is obtained, and third, that every applicant be required to deposit at the office, nominally for the use of books, the sum of fifty cents or one dollar to be refunded at the end of the term provided his attendance amounts to seventy-five per cent. of the total number of evenings. The vacation at the holidays is an interruption and can well be discontinued. If at the end of ten weeks a sufficient number of pupils will pledge themselves to attend in the same way, another term can be entered upon. It would be well to let the schools begin at half-past seven instead of seven and close at half-past nine.—G. A. LITTLEFIELD, *Superintendent.*

PAWTUCKET.—*Improvements in Management.*—Evening schools were maintained for about the customary length of time last winter and produced, it is thought, good results. Some slight changes were made in their management, looking to somewhat more of system and something of improvement in discipline, and the average cost per pupil was a trifle less than it has sometimes been. It is the intention to advance during the coming winter, if possible, a little farther in the same direction. There can be no doubt of the value and usefulness of these schools, if they are managed and directed in the best manner. Just what that manner is, just what changes, if any, need to be made, just how much system, and of what sort, is desirable and attainable, are questions of con-

siderable importance and ought to be carefully considered. The instruction given in these schools is, per capita, the most expensive of any in our school work; how its effectiveness may be made commensurate with its cost can be determined only by patient and repeated experiment. It is hoped that the tendency in this, as in other branches of our educational system, may be in the right direction, as it has ever been the effort and intention to make it.

The evening mechanical drawing school proved of great service to those who availed themselves of the lessons given by the instructor.—B. EASTWOOD, *Chairman*.

At the regular October meeting last fall, the Board passed the following vote:—

*Voted*, That the superintendent be instructed and required to visit each of the evening schools in the city at brief intervals during their continuance; to take especial care to prevent the attendance at such schools, except the evening drawing school, of any and all children who should, under the provisions of the truant law, attend the day schools; to consult with the teachers, who are hereby directed to coöperate with him to that end in the preparation of the returns presented by the commissioner of public schools, and to have general charge and oversight of such returns and their transmission, when complete, to the commissioner, and to embody in his monthly reports to the Board such suggestions in regard to evening schools as may seem to him proper and necessary.

Frequent visits were made during the winter and quite a number of children found who were members of the day schools, under ten years of age, or working in violation of the truant law. Children of the first class were sent home, and the names of the others given to the truant officer for investigation. Over one-half of the pupils were between ten and fifteen years of age, the average age of all the pupils registered being about 14.8 years.

*Expedients to Improve Attendance.*—The relation between the average attendance and the number registered shows an urgent need of some device to secure more regular and longer continued attendance. This difficulty is not peculiar to Pawtucket. The difficulty is greater with our schools, however, where we have 387 pupils under fifteen years of age, than with Woonsocket, for example, where with a registry of about 600 pupils there are by the printed record only twenty under fifteen years of age, since the irregular, irresponsible attendance is found largely with the younger pupils. Various expedients have been adopted in other places to secure better attendance. In Newport, "an admission fee of twenty-five cents was charged each scholar, in reality as a pledge of studious intentions, though nominally for the use of books and other materials which were furnished by the school department." In Worcester "every pupil, on receiving his ticket of admission, is required to make a deposit of \$1.00 as a guarantee of good faith on his part." "At the close of the term, or sooner if it becomes necessary for him to withdraw, the money is refunded," provided his attendance and deportment have been satisfactory; otherwise the money is forfeited and added to the school fund. In a recent report, after a trial of two or three years, the Superintendent says, "The plan of requiring a deposit of one dollar for admission, as a guarantee of constant attendance and attention to duty, vindicates itself anew with each succeeding year." There is said to be a plan somewhat similar in the city of Lawrence. In Cambridge and Lynn tickets of admission to the evening

schools are issued, signed by the committee on evening schools or the superintendent of schools, which are forfeited by an absence of four sessions out of ten, or by misconduct. In Cambridge, "applications for tickets for persons under eighteen years of age must be made by the parent or guardian." In the city of Malden, every applicant was required to sign the following:—"As a condition of admission, I hereby promise to attend regularly and punctually, unless prevented by circumstances beyond my control. And I fully understand that any violation of this pledge will sever my connection with the school."

*Conditions of Success.*—All of the above plans are said to have produced good results in the places where they have been tried, and the adoption of one of them, or of some better plan if it can be devised, is respectfully recommended. If it is understood that children shall not be allowed to attend, I do not understand why we should not have as large a percentage of adults in attendance as they have in other manufacturing cities. In order to hold such pupils it will be necessary so to classify them as to make their work of the best advantage, and to provide them with excellent teachers. In some cities, as Boston, Lynn and others, some of the teachers were selected from the day school teachers, "as it was indispensable that they should be trained and experienced." In those cities where evening schools have achieved the most signal results, their success has seemed to be due (1) To the admission of only those scholars who understand their purpose and agree to work diligently. (2) To some requirement of regular and punctual attendance. (3) To the selection of those teachers who have an intelligent knowledge of the needs of the pupils and how to meet those needs promptly and without mistake. (4) To such a classification as will present the most favorable conditions for progress. With all these conditions met in our schools, and with the special rooms already provided, there does not seem to be any good reason why we should not soon have at least one school of higher grade where some studies beside the three R's should be pursued.

*Drawing School.*—The average age of the members was 20.8 years and their work was, in the case of several pupils, very commendable. The following trades were represented:—machinist, carpenter, cabinet-maker, plumber, blacksmith, tinsmith, and moulder. While the attendance was not all that could be desired in regularity, the fact that each had expended several dollars for instruments acted as a stimulus to secure some benefit. The class was not so large as in some previous years, and not so large as could have been conducted by the teacher.

If the master mechanics and employers could be interested to a larger extent, it would seem possible to enlarge the work of this school and secure its advantages for a much larger number. It might then be advisable to classify the scholars to some extent and give some general instruction in addition to individual attention.—A. F. PEASE, *Superintendent*.

*PROVIDENCE.—Advantages of Proper Accommodations.*—It is a significant fact that the evening schools take on a new lease of prosperity and usefulness when they are transferred to the well-heated, well-lighted, and well-equipped rooms in the new ward-room buildings. It is more satisfactory, however, to note that these new rooms make the pupils more orderly and studious.

Since the South Providence school has been located in the new ward-room

building, the disorderly and turbulent element has almost disappeared, and in faithful, systematic work and orderly conduct it has not been surpassed this winter by many grammar school-rooms in this city.

*Demand for Higher Instruction.*—The city of Providence, like most other large cities, should afford special opportunities to young men and women who work all day, to take up such advanced studies as will tend to perfect them in their several callings and make them more useful citizens. Practically, we are now doing the same thing. We have, for instance, at Harrison street, every year, a class of fifteen or twenty adults who take up advanced studies. At other schools there are several other classes of similar character. These pupils are mostly young men and young women from twenty to thirty years of age, employed in the various workshops in the daytime, but who have a laudable ambition to perfect themselves in their special trade by studying in the evening schools. They are regular in attendance and attentive to their studies. It is needless to say that it would be to the advantage of all concerned to take these pupils from the mixed classes and locate them in a room by themselves. There would be no additional cost, for we always have enough in our evening school corps of teachers who are both willing and able to give the necessary instruction. Under proper supervision such a school would be a success. During the first week of the session the chairman of this committee, with the advice of the principals of the several schools, could draft some five or six of these advanced pupils from each school, and after a suitable examination and under proper restrictions could proceed to locate and organize an evening school for adults in a room by itself.

A system of making "special reports" to the chairman was begun this year, and the exact condition of each school was thus known at the close of each week. We also hired this year a dozen or more young women and used them as "temporary teachers." As the schools increased or decreased in numbers, we transferred the temporary teachers to and fro from one school to another, which often saved hiring an additional regular teacher.—A. F. BLAISDELL, *Chairman*.

WARREN.—*Character of the Work.*—The school attained that degree of success which has in the past so well justified its continuance. The progress in Arithmetic, Penmanship, Reading and Spelling would have done credit to any school. An occasional exercise in correcting the common errors of speech, while free from the technicalities of Grammar, was found to produce marked results in the conversation of the pupils. This school is a boon to very many persons whom the necessity of labor has deprived of many of the privileges shared by the more fortunate of our youth.—W. N. ACKLEY, *Superintendent*.

WESTERLY.—There is a large number of young people in our town who, being obliged to work, cannot attend the day school, but would gladly avail themselves of the advantages of an evening school. This was shown to be the case some years ago, when, through the exertions of a few citizens, such a school was maintained. Although a small tuition was charged, the attendance was large, and the interest on the part of the pupils most encouraging. There is a pressing demand for an evening school here, and such a school ought to be established and maintained by the town. Since night "schools are designed for those who know for themselves what their deficiencies are and what they want," pupils who

attend the day schools should not be admitted, and the minimum age of admission should be fifteen years. The State makes a special appropriation for the support of evening schools; and the town ought to take steps at once to secure its proportion of the State money for that purpose. Commissioner Stockwell says upon this subject: "The time is not far distant when the State should compel towns, in certain conditions, to establish and maintain such schools within certain limits." It is to be hoped that the town of Westerly will not wait for such compulsion.—A. PERRY, *Clerk*.

*A Good Investment.*—We believe an evening school should be conducted during the winter months. There are many adults working in the mills, factories, quarries, and stores, who would, we believe, gladly avail themselves of such an opportunity for obtaining instruction and mental improvement, if they could have it. It would also be an incentive to many to spend their winter evenings to greater profit for themselves and good for others. There is no doubt that money put into such a school would be a good investment in the good that would result to the individual, to society, and to the town. There are many who are too poor to have school advantages, who would hail with delight such a privilege as an evening school would give them. Why not give it to them? Try it.—O. U. WHITFORD, *Superintendent*.

*WOONSOCKET.—Irregular Attendance.*—The schools began at 7.15, making the session fifteen minutes longer than last winter. The attendance at first was large, but as usual dropped off very materially in the course of a few weeks. In all the schools the French element largely predominates, and I think it would be advisable to place at the head of some of the schools, a French teacher who will draw and hold that class.

Our evening schools are not accomplishing the results that we have a right to expect from the money appropriated. A very small per cent. of those registered go through the fifty nights, or even half that time. They are present one night and absent the next. The corps of teachers at first is large and the term is well advanced before it is advisable to dismiss any one, on account of this irregularity, one night there being perhaps not more than eight or ten to a teacher and the next as many as twenty. No teacher can do good work with more than twelve or fifteen pupils. The school can not very well be graded and it is necessary to hear each pupil separately; thus the time spent with each is short.

*How to Improve the Schools.*—The question arises, How can we improve our evening schools, how can we draw the large number of illiterates into these schools and keep them there until they acquire the rudiments of an education? The advantages of such schools can not be questioned. I believe in them heartily. They can be made the means of help and happiness to hundreds. Many a poor boy owes his prosperity and standing to the assistance and encouragement received in the night schools. One of the most prominent lawyers in the State received his first instruction in them, and his brother, now associated with him in law, was but a few years ago one of my pupils in a Providence evening school.

The first object for us to seek is an increased percentage. The money plan has been tried in some towns: to require each pupil to deposit a dollar. This has been adopted in Worcester and Lawrence. In the former place, I understand, it is very successful; in Lawrence not so successful, the question having been raised that the schools are free and that the dollar must be refunded on demand.



It seems to me that the plan in operation in Malden, Mass., is the most feasible. This trouble of absenteeism is by no means confined to Woonsocket. In Malden it is a frequent cause of complaint, and how to serve best the interests of those who are honestly seeking an education has been a serious problem. Supt. Daniels says in his last report: "I firmly believe that if the delinquents were wholly eliminated from the school their number would be more than made up by the accession of earnest workers; and it is difficult to understand why the interests of these should be sacrificed by the whims and caprices of those who care for nothing but momentary pleasure." To secure the desired end this plan was adopted: "As a condition of admission to the Malden evening schools I hereby promise to attend its sessions regularly and punctually unless prevented by circumstances beyond my control. And I fully understand that any violation of this pledge will sever my connection with the school." Something similar to this would, I feel sure, answer well for us. It is better to teach fifty well than to fritter away our time with five hundred. With more suitable accommodations and somewhat more stringent rules in regard to admittance, I think that this part of our work would yield better results.

*Advanced Instruction.*—At the Social an advanced class was started and continued throughout the term. The subjects taught were free-hand and mechanical drawing and book-keeping. A few moments were devoted each evening to talks on civil government by Dr. Smith. The teachers for this department were enthusiastic and spared no pains to make the work pleasant and profitable to those under their charge. The school was not large, but very creditable work was done. A taste for drawing was acquired and in some few instances an unusual aptitude was discovered. The results obtained, both in mechanical and free-hand, were such as to encourage teacher and pupil. In book-keeping the scholars were taken through single entry and a few into the more difficult double entry. This is a new departure in Woonsocket evening schools and one, I think, worthy to be continued. I would recommend that the advanced class be held in a room more centrally located; that candidates for that class be examined on the first night in the common school studies, and that those who pass the examination be taught in physiology, book-keeping, civil government and free-hand drawing; that a diploma should be given those who attain a certain proficiency in their work. Such a school would not be expensive and would meet the wants of a number of our young men and women who are anxious for a better education.

Much good has been accomplished in the evening schools; how much, our people have not been able to learn from observation, for visitors seldom enter them.—F. E. McFEE, *Superintendent*.

## FREE LIBRARIES.

EXETER.—*History of the Manton Free Library.*—The name Manton was given as a compliment to Amasa Manton, who was its real founder. Mr. Manton was at one time a wealthy Providence merchant, but later became involved in business misfortunes and died a poor man, December 11, 1869, at the age of seventy-four; and the libraries he founded are his only monument. About the year 1848, in the days of his prosperity, he offered to give one hundred dollars to the people of any of the towns in the State who would raise an equal amount, to be invested in books to form the nucleus of a library. Several towns availed themselves of this generous offer, and Exeter is not the only town having a Manton library. On learning of Mr. Manton's offer, some of the people in the central and eastern part of the town formed themselves into a society known as the Manton Library Association. They raised the required amount and availed themselves of Mr. Manton's generosity. The books were selected by Hon. Henry Barnard, then Commissioner of Public Schools, and the late Judge Elisha R. Potter. The association added to its books occasionally by contributions of its members and by aid from others until the library contained about seven hundred volumes. But after a while the interest in the enterprise declined, some of its most active friends removed, and from the decay of manufactures in the town the population became thinner. The library was neglected, almost forgotten. Many of the books were lost, sets of books broken, and its complete destruction seemed inevitable. Recognizing the situation, a few of the surviving members of the association held a meeting at the post office on Exeter Hill, May 3, 1881, and voted to donate the books to the town on condition that the town, under the law extending State aid to free public libraries, should establish such a library. They made a further condition that it should not be located further west than Pine Hill. In annual town meeting, June 7, 1881, the electors of the town accepted the offer and placed the management of the library in the hands of the school committee. The committee soon after appointed a Librarian and Treasurer, who arranged, classified and catalogued the books and put the library in shape to be utilized by the people of the town. Only about five hundred volumes of the old library could now be found. About three hundred and fifty volumes have been purchased by State aid, and about three hundred and eighty have been donated by friends of the library. These books are free to every citizen of the town, and may be kept a period not exceeding five weeks. This long time was given on account of the thinly settled condition of the town.

The people of Exeter are remote from schools of the higher grades, from lectures, amusements and societies. The library is designed to partly supply this need, and should be made to do full duty in that direction. Some of the most intelligent and best informed men the world has known studied by themselves with no other teacher than their books. Books are the greatest of teachers; they are the crystallized thought of the ages. Our library is particularly rich in history, biography and fiction. It has some of the best poetry of the language, and its encyclopedias are replete with scientific data. Recognizing the fact that

the pursuits of agriculture were of the first material importance to the people of the town, the committee have added a very large proportion of books treating of topics connected with the cultivation of the soil. There is something on its shelves for every one of our citizens—something to instruct, elevate, encourage.

*Mistakes in the Training of the Young.*—Parents have a grave responsibility in providing suitable occupation for the minds of their children. The active mind of childhood and youth must be provided with something to feed upon. The brain will be occupied with something or it will be permanently dwarfed. Most of the young people reared here leave Exeter because they find life on the farm so insufferably dull. The same round of hard labor and long hours each day; the same round of chores and scolding; amusements prohibited; no hours they can call their own, for reading, for study, or for some pet project; the perpetual hard driving in the old ruts, so like slave labor; these are the things which drive the boys to the cities, where their individuality is soon swallowed up in the great struggling mass of humanity. The farm life seems like an unpleasant dream of the past, the farmer grows old and the farm falls into a decline. Farmers discourage their sons if they want to start a trout pond, a poultry yard, an apiary, or raise strawberries, or some other special crop requiring skill, care, judgment, energy, and yet the only successful farmers in New England to-day are those who have cut loose from the old moorings, abandoned the old routine, put thought and brains into some specialty—in a word, are book farmers. These are happily increasing and growing richer year by year. Every farmer's son should read the books in the library written by successful farmers. It will be a revelation to him of unknown beauties and unsuspected possibilities in the farmer's vocation. We dwell so particularly upon this subject of agricultural reading because it lies so close to the material prosperity of our chief industries.—N. B. LEWIS, for Committee.

HOPKINTON.—*Value of a Free Library.*—The pupils of joint districts Nos. 2 and 4 have had opportunities that many others have not, owing to the Free Library located at Ashaway. The Librarian's record shows an increasing demand for the better class of reading. There should be others established in the town, and if it can be effected by any plea of this committee, let the question be brought up at the earliest opportunity. A good line of reading matter, placed where it can be available in filling up the spare moments, will prove a better investment than money on deposit; the youth of to-day needs it now.—Committee.

PAWTUCKET.—*An Opportunity to be Improved.*—During the past year the work of the schools has been supplemented by the use of the Free Public Library in about the same manner as the year before. Much assistance is received by some of the pupils in the higher grades from the reference books found here. Not so many teachers have taken advantage of the "school cards" supplied by the trustees, as was hoped when the plan was adopted some two years ago. There is an opportunity here for the teachers to reach some of the pupils and confer a lasting benefit by directing their reading into right channels. During the year each school building was supplied with a copy of the printed catalogue of the library to aid the teachers in selecting such books as would be most helpful to them.—A. F. PEASE, Superintendent.

WARWICK.—*An Adjunct to the School System.*—Free libraries have existed in

the old world for centuries, but they are for scholars and not for the masses of the people, and are not supported by taxation. The "Public Library" has in our country a restricted and technical meaning. The "Public Library" under our consideration is established by municipal laws, supported by voluntary gifts and local taxation, and managed as a public trust. Every citizen of the city or town which maintains it, has an equal share in its privileges of reference and circulation. It is a library for the whole community—for all who desire to read—it is the adjunct and supplement of our common school system. The first institution of the kind was established in Massachusetts about twenty-five years ago. The idea originated in England about the same time, and they now number several hundred and are rapidly increasing.

In the selection of books, in case the funds are limited, select such works as will be in immediate demand; buy expensive books later. The demand for technical works, and those of a higher and more scholarly grade, comes further on. Some works of reference should be purchased early, even in small libraries. Mechanics may utilize the libraries in their respective callings. Professional men of either class, architects, builders, farmers, gardeners, etc., may gain from some works information of special interest. Those who are studying the popular questions of the day, such as temperance, labor, tariff, woman suffrage, education, etc., may easily, with help from the libraries, supply themselves with ample information. The teachers in our public and private schools may make the library serviceable to themselves and pupils by consulting it frequently, and by directing the reading of students.

Intelligent pupils of our schools may here gain much additional knowledge that will freshen and confirm their acquisitions in the school-room. Some libraries are used for these purposes, but the benefits thus arising might be greatly increased. Teachers may aid pupils by recommending reading matter which supplements their text-books. All friends of the young should aid them in the choice of books, that they may continue to improve; for if you keep a man reading he is sure, as Mr. Hale would say, "to read up, and not down." James Freeman Clarke closes an excellent chapter on reading with these grave words: "Let us thank God for books." In connection with this subject, a few statistics relative to the public libraries of this town will tend to show what the people think of them. Within the town are six free public libraries, containing, according to the last annual report, made December 30, 1886, 10,033 volumes, with a circulation of 28,210 volumes, among 2,479 patrons, which shows, conclusively, that the fathers, and mothers, and children will read—only give them the opportunity.—D. R. ADAMS, *Superintendent*.

## GRADATIONS, EXAMINATIONS, AND PROMOTIONS.

BARRINGTON.—*Obstacles to Gradation.*—The attainment of gradation cannot be reached as long as the attendance of the pupils is irregular. Gradation is commonly said to be impossible in our scattered community. Absolute gradation may be. But a very close approximation to the impossible can be obtained by the coöperation of the parents. Gradation is impossible because there are too many classes; and the reason there are too many classes is the irregularity of children who cannot keep up with their class-mates. Were a class once well organized, this irregularity would soon scatter its members over the school. What is to become of education when the whole school is subject to this disorganization?

*Effect of Examinations.*—Examinations are an essential part of the system. They are required for admission and for promotion. No scholar is to be graduated in full unless all previous examinations have been passed successfully. Insistence on this has given strength to the government, ambition and interest to the scholars and tone and character to the school.—W. M. CHAPIN, *Superintendent*.

CRANSTON.—*Examinations vs. Exhibitions.*—Oral examination of the classes of a school once, or perhaps twice, in the year before the parents and others interested in education, would not only be a stimulus to the pupils, but prima facie evidence to the parents, of the character and the working of the school, and a record of the same class might be kept from year to year to show their advancement.

But exhibitions are entirely different and should not be allowed to trespass on the time of pupil or teacher. Exhibitions as they have been conducted in years past have not prepared the way to a superior education. An high authority uses the following words. "There is danger that showy accomplishments often prematurely attempted and dramatic exhibitions, which seem to me wholly out of place at school, will occupy the time and thoughts of teachers and pupils to the neglect of thorough instruction in reading, writing, arithmetic, grammar, geography, history, Christian morality and other branches of a solid English education."—C. W. EARLE, *Superintendent*.

JOHNSTON.—*Necessity for Course of Study.*—In regard to examinations for admission to High School, I would say that two years' experience in the work of examining confirms me in my opinion, that without a regular course of study plainly marked out and placed in the hands of each teacher, pupils from the ungraded schools will not come up to the requirements. Some pupils who wished to enter the high school, this year, have hardly begun studies in which they are expected to pass examination. As matters now stand, in too many cases the parents or the pupils have chosen the studies expecting the superintendent and committee to promote the children whether they know anything or not.—V. F. HORTON, *Superintendent*.

**LITTLE COMPTON.**—*Written Examinations for Ungraded Schools.*—In the matter of written examinations the superintendent has continued the plan recommended by his predecessor, and with some good results, the chief of which he recognizes as a disciplinary measure for the scholars. It cultivates independence of thought, accuracy of work and confidence in their own ability. The anticipation of such an exercise on the part of a school is also conducive to more thorough work in preparation. It leads to frequent reviews, without which the best work cannot be done. Besides this it presents a convenient method of comparison between the various schools. I say *convenient*, but not altogether just or satisfactory, unless one can know more of modifying circumstances than are indicated by the mere figures. For example, one teacher will give first-class examination papers where another would give second-class; and a scholar who could stand 100 on a second-class paper may fall to 50 on a first-class paper. For obvious reasons there is more difficulty in making a just comparison between examinations conducted by different superintendents. The questions will naturally differ in degree of difficulty, while the methods of examination adopted by different persons, may give more or less assistance to the scholar.

The main objections to the system are (1) the time and expense necessary in the preparation of the papers, and (2) it prevents the superintendent from making such oral examinations of the school as he might, attended by suggestions to both teacher and pupils. It may be that one written examination at the end of the school year will be found to give the best results.—W. D. HART, *Superintendent*.

**NEWPORT.**—*High School Work Demands Thorough Preparation.*—Increased care in awarding grammar school diplomas has reacted very favorably upon the work of the entering class. In 1884, of forty-seven members of the junior class examined at the end of their first term, twenty-three failed to reach an average of seventy per cent. upon the work of the term; while of thirty-nine members of the last entering class, but ten failed to reach that average upon the work of the same period. I have always felt that no greater unkindness can be done to a pupil than to allow him to leave the common branches before their principles have been thoroughly mastered, and to enter upon new and more abstract studies, which, under the most favorable conditions, will offer sufficient difficulties.—F. W. TILTON, *Head Master*.

*Proper Examinations a Teaching as well as a Testing Process.*—Our unique system of examinations shows continued evidence of superiority. A teacher who has read the examination questions set in different cities recently noted the variety and originality of ours as compared with those framed by one person. The quality of comprehensiveness, too, results from our custom of requiring the teacher of the class above, and the superintendent each to assist in drawing the paper. Our former tendency to set questions too hard has largely ceased. Tests must be aimed at the average pupil. If more difficult matter is introduced as entertainment for the bright minds, it should come as an alternative, so that it may not defeat the faithful plodding pupil. Questions must not merely be tests of memory, but tests also of ability to reason and to describe. Monosyllabic answers are convenient to look over, but a paper which calls for them chiefly is a most inferior one. The recent change in the rules whereby there will be only

two formal examinations, the semi-annual and the annual, with systematic reviews in place of the two examinations omitted, will prove an advantage in the way of relieving the teachers of work and of obliging them to judge of a pupil's standing at the end of the fall and spring terms without the aid of marks, as well as in the way of giving those pupils who are supposed to do themselves injustice upon examination another mode of showing their capacity. There has been for several years a salutary growth in the importance of the teacher's recommendation as affecting promotion until it is now very properly one of the essential requirements. If a pupil secures this recommendation based as it is upon other evidence than that of marks, and if at the same time he passes both the mid-year and the annual examinations, in which his answers are examined impartially by a stranger to him, there is no question about his promotion. The prominent advantage of having all the answers to a set of questions read by a teacher of the class above is the more uniform impartial standard that results and the probability that the teacher and the pupils of the class examined will obtain a more undisguised view of just their excellences and their defects. A pupil is likely to be judged at the hands of a stranger as he should be, by just what he has written rather than by what he meant to say. Recent discussion has made examinations one of the most conspicuous of educational forces. They are standing the fire well. It is found that when wisely conducted they are a process of teaching as well as of testing, are reviews pure and simple with the extraordinary power added to compel attention as nothing else can. Scholars must learn to grasp and hold not only the lessons of the day, but the whole subject analytically covering the study of months. Results, and not methods alone, must be the test in schools as in other affairs; wholesome examinations are the readiest measure of results. Recitations cultivate critical power in matters of detail; examinations, the power to take broader views. The former must be daily as evidence of constant study, like the balancing of the merchant's petty cash account; the latter, like the trial balance, should come at longer intervals, after the thorough comprehension of a whole subject. Both, of course, must be kept subordinate to the instruction, as aids to it, and measures of it, not as ends in themselves.—G. A. LITTLEFIELD, *Superintendent*.

NORTH SMITHFIELD.—*Classification*.—The matter of classification needs careful attention by teachers. It is a noticeable fact that the first or highest class in a district school is composed of the oldest and largest boys and girls, regardless, often, of their attainments. It is often the dullest class. A boy leaves school in April to assist his father about the farm, and returns in November, thus absenting himself one-half the school year; upon returning, he is allowed to continue in the same class, which in the meantime, has mastered principles necessary to further comprehensive study. Frequently a pupil is found studying percentage who should be studying the principles of fractions, but seldom is the reverse found. The teacher does a greater injustice to the backward pupil whom he promotes than he does to the forward pupil whom he checks for review. The classification should be based upon attainments.—*Committee*.

PAWTUCKET.—*Advanced Standards*.—One year ago the committee on promotions advanced the standard required in the written examination at the close of each study, from 65% to 70%, so that now no pupil is allowed to leave a subject

till he has attained that standard, and is not allowed to graduate unless he has successfully passed in every subject belonging to his respective course.

*Benefits of Examinations.*—At the close of each term for the past two years a written examination has been held in grades I and II and each half year in grades III and IV. These examinations have shown teachers, pupils and parents more conclusively than was possible in any other way, how well pupils were progressing and retaining their knowledge, and have made it possible to convince pupils, in some cases, that a continuation of work in their present class was quite impracticable. These examinations, too, have shown gradual improvement in the schools. Last year the average required for admission to the high school was raised by the committee on promotions five per cent. and still a larger proportion than usual of the pupils passed. This year with the same increased standard not one failed. The subject of spelling in the examinations of 1886 and 1887, shows an increase in the average over the preceding year of about ten per cent. for each year, or twenty per cent. for the two years. The other subjects showed an improvement somewhat similar. With this increase of percentage there has been a greater degree of care, neatness, accuracy and breadth of thought displayed by the pupils, so that teachers and pupils alike may be highly congratulated on the marked improvement.

*Promotions upon Regular Term Examinations.*—In view of the fact that written tests have been given by the superintendent for some time, and that these quarterly tests have shown such a good degree of excellence, it has occurred to me whether it may not be worthy of consideration to allow a part of the class in each school, perhaps one-half, to graduate on their averages from the term examinations of the last two years, and examine as heretofore only the lower half of the class, which would be quite certain to contain all who really require such an examination. This would give some relief to the best pupils, whose anxiety regarding such an examination is usually greatest, would furnish an incentive for the best possible work in daily preparation, would fully recognize successful pupils of ability, and would furnish a powerful stimulus to the middle portion of the class. During the past year promotions from grade to grade have been made on the examinations referred to above, only those being entitled to promotion who attained an average for the year of 65 per cent. A few others were promoted conditionally, if they had nearly attained that average. As a consequence, the promotions have never been more satisfactory to all interested than they were this year.

*Difficulties in the Lower Grades.*—The large number of children in these grades who leave school at irregular intervals to work, makes systematic progress more difficult here than in any of the higher grades. Still nearly three-fourths of the children do not so leave and justice to them requires a regular advance. When pupils return to school from work they are classed as well as possible with the others, often reciting in two divisions at the same time, or entering one division in one study and another in a second study. They almost always receive special attention from the teachers, an attention more possible with the diminished number of pupils for each teacher. The work of the grammar grade cannot be well done unless the children have been well grounded in the principles of the



subjects commenced in this grade. During the past year semi-annual written examinations have been extended to the first class of this grade (grade V) with good results. Promotions will be made this fall from this class on their examinations on the same basis as in the higher grades, but allowing a larger margin for conditional promotion. A. F. PEASE, *Superintendent*.\*

*PROVIDENCE.—Change in Basis of Admission to Classical Department of High School.*—In June last, the superintendent was authorized to admit to the classical department of the high school any pupils who had completed in a creditable manner the first three years of the grammar department and were desirous of pursuing an extended course of classical study. Accordingly, upon the advice of the principals of the several schools, eighteen pupils were thus admitted a year in advance of graduation from the grammar schools.

Three of these left within a few weeks; the remainder are still in attendance. The entire class of which these fifteen have constituted a part consisted at the end of the first half year of 64 members. For convenience we will call those members of the class who entered regularly by graduation the first division, and those entering by special arrangement, the second division. The average age of the six girls of the first division was 14 years and 10 months; the average age of the six girls of the second division was 15 years and 5 months, or seven months older than the girls entering regularly. Had those six of the second division remained the end of their course they would have been one year and seven months older than the girls of the class entering regularly. This indicates that their age may have had something to do with their anxiety to be advanced from the grammar schools to the high school.

The average age of the forty-three boys of the first division was 15 years and 4 months, while that of the nine boys of the second division was but 14 years and 1 month. The question how these pupils, having one year less of preparation and supposed to be one year younger, would maintain themselves in the exacting labors of our classical department, which, though excellent in its instructions, is severe in its demands, is an interesting one. Would they prove mature enough, well enough prepared, or, as the Germans say, "ripe" enough for this work?

Our high school has such large classes that very little personal attention can be given to individual pupils, and not so much pains as would be desirable is given to introducing pupils to new studies, new methods and new conditions. It takes, particularly in the boys' department, considerable sturdiness to stand up to the new tasks; and in this element, years and school training are of account. But notwithstanding these adverse presuppositions, the second division has done fairly well.

It seems to me evident that those who have well done three years of our grammar course are quite competent to do the work in the classical department of our high school, and by entering from this grade can save one year in their course preparatory to college.

*Admission to High School upon the Record.*—Last year for the first time we admitted a portion of the graduating classes to the high school without examina-

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\*NOTE.—Examination Questions are found on page 66 of Pawtucket School Report, 1886-87.

tion. Two-thirds of the pupils in each class were thus admitted upon their record, while the lower third was subjected, as all had been heretofore, to the usual examination. We have seen no evil arising from this exemption, except that the final papers are not as gratifying and do not present as good an exhibit as formerly, written, as they now are, by the poorest pupils only. But we avoid a good portion of the worry of the examination, for the anxiety of the first to be the very first is often as great as that of the last to avoid being the very last. There is less opportunity for communication between the pupils as they are examined. They are mainly removed from temptation, as, but one-third of the class being present, pupils can be seated farther apart. The labor of marking papers is but one-third the customary amount. But more than any of these things, all possibility of comparing classes as to per cents. is removed. Nobody knows what any class averages in any subject. Comparisons cannot be made, hence struggles for the best class percentages have no incentive.

*A System of Marking, Significant, but not Over-Stimulating.*—We have made a change likewise in our system of marking the records of pupils as sent to parents. The report of rank in class is abolished, and instead of percentages of standing are put figures indicating the character of the work. Pupils whose work is considered excellent are marked 5; those whose work is good are marked 4; for fair the mark is 3; for poor 2, and for very poor 1. All pupils whose average record for a half year, including teacher's marking and examination record, is 3, 4 or 5, are entitled to promotion, and those whose record is 2 or 1, poor or very poor, are not promoted except there be some special reason for so doing. This form of marking has been adopted by the intermediate and grammar schools, and by one department of the high school. The object is to have a form of record that shall be convenient, significant and yet not excessively stimulating. The strife to be first or to surpass some one else settles down into an effort to do well. Several will be marked 5, several 4, etc., and over-nicety of difference between pupils is obliterated by our form of record.—H. S. TARBELL, *Superintendent*.

*WOONSOCKET.—Written Examinations Preferable to Public.*—I have given written examinations to the grammar and intermediate schools, and in most cases have been pleased with the results. To some of the classes examinations in writing were new, and probably more satisfactory answers would have been given to oral questions by the teacher. I am convinced, however, that written examinations are the best test of the pupil's knowledge.

I do not believe in public examinations. They are of no advantage whatever as far as I am aware. Experience has shown that parents are more interested in hearing their child recite his "piece" than in learning what progress he has made. Teachers recognize this and begin weeks beforehand to get the children ready for the "occasion." The time which the committee can spend on these examinations is necessarily short, and often twenty minutes suffices to find out what a teacher has done for the whole term. Children cannot do as well on these occasions as on their every-day work. The teacher has worried over them for several weeks to have them make a good appearance, and often her very anxiety defeats the object in view. Our schools belong to the public. Parents can go and come as often as they wish and make such suggestions and inquiries as

they choose. The committee visit the schools and can see that their rules are observed and that the character of the work is kept up, and besides can direct through the superintendent such examinations as they deem advisable. In this way would not the committee and parents arrive at more correct conclusions than by public examinations?—F. E. McFEE, *Superintendent*.

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## HIGH SCHOOLS.

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BARRINGTON.—*Graduation of District Schools*.—The district schools have this year drawn from the high school a benefit which should be remembered in estimating the value of the upper school. It has to some extent *graded* them. There is now some end towards which they work, and already the gain is becoming visible.—W. M. CHAPIN, *Superintendent*.

EAST PROVIDENCE.—The committee have decided to admit students to the high school only after they shall have passed a satisfactory examination.—*Committee*.

JOHNSTON.—*New School*.—The high school commenced in September, in rooms leased for its use. While the attendance has not been as large as might be desired, yet we feel that it has begun well, and the prospects are good for its continued success.—*Committee*.

LITTLE COMPTON.—*Demands for Higher Instruction*.—During the past year an unusually large number of students have taken advanced studies. In addition to the branches commonly taught in our schools, instruction has been given in U. S. and English History, Physiology, Physical Geography, Algebra, Book-Keeping and Latin. This shows that we have a class of advanced scholars who would be glad to avail themselves of high school advantages. In fact we are sending away more or less each year to secure, at great expense, advantages, which I believe we could give them at home much cheaper. Besides many are not able to go away who need the instruction as much as any and would make a good use of it. With our present facilities we cannot do justice to this class of students; for when a teacher has from thirty to forty recitations in a day he cannot devote to the highest branches the attention which they need.—W. D. HART, *Superintendent*.

PAWTUCKET.—*Increased Interest in the High School*.—The interest of the public in the high school seems to grow with every year. Since a regular course for graduation was established in November, 1875, the number of graduates has been as follows:—1878, five; 1879, three; 1880, seven; 1881, ten; 1882, sixteen; 1883, four; 1884, fourteen; 1885, eight; 1886, nineteen and two post-graduates; 1887, fourteen. Of the whole number, 102, twenty-three were graduated from the classical course, fifty-seven from the English and classical course and twenty-two from the English course.

*Alumni Association.*—For the purpose of creating a greater interest in the high school, as well as for social enjoyment, there was formed in 1882 an Alumni Association, which all graduates holding diplomas and all who attended the school previous to the adoption of a regular course of study were invited to join. This association has recently held its sixth annual reunion, and numbers about 225 members. The interest in this association on the part of the successive senior classes has been increasing, and the association is accomplishing at least one object of its formation, viz:—an added incentive to a completion of the course of study in our high school.

Another incentive in the same direction has been the fact that for several years the committee on qualifications, in view of the large number of young ladies graduating from the high school from year to year, has not deemed it wise to consider as applicants for teachers' positions any who have not had at least the equivalent of a high school education.—A. F. PEASE, *Superintendent*.

*TIVERTON.—Propositions for Advanced Instruction.*—It was proposed early in the year by District No. 3, to enlarge its school-house so as to have two rooms, and the committee were prepared in that case to co-operate with the district in establishing a school of a higher grade in which that exact, advanced, practical knowledge should be furnished, which some parents are demanding for their children, and which some of our scholars are going elsewhere to find. It is hoped that this will yet be done. To this all our schools should be preparatory, and from such a school pupils should go forth well fitted for active life or for further studies.—*Committee*.

*WOONSOCKET.—The Place for Serious Work.* Pupils have been made to feel that the high school was a place for work, that they could not obtain satisfactory results without punctuality and diligence. This should be kept constantly before the minds of parents and scholars. The average boy cannot afford to supplement his schooling by a four years' course in an advanced school unless he can have at his graduation something to show for it; unless he can be more of a man, stronger and more capable to take up life's work. He can not do this if allowed to pass from one class to another with as little effort as possible, or if permitted at the solicitations of parents to drop some of his studies because they are "too hard." The high school is the place for serious effort. It should require industry to get there, and honest effort to remain. The 75 per cent. limit should be insisted upon, and all who fall below that should be assigned to the class below. No scholar can do good work in more than three studies. Choice can be made at the beginning of the half year and the studies then chosen should be continued to the close. If the pupil fails to pass in any of these the diploma should be withheld until the required work is made up. I rejoice at the growth of our high school, but I feel that quality is better than quantity, and if scholars go there for any other purpose than good and thorough work they should be dropped without ceremony.—F. E. MCFEE, *Superintendent*.

## HYGIENE.

WOONSOCKET.—*Condition of the Private and Parochial Schools.*—Besides the parochial schools there are four private French schools. These four schools are in session from almost one year's end to another and are crowded all the time. The aggregate enrollment last year was between four and five hundred. The point emphasized last year by Mr. White needs re-emphasizing this year and every year until they are provided with better accommodations. Two of them are held in basements, and all of them, with the exception of one, at the Social, are so arranged that the light comes directly in front and into the eyes of the pupil. The one on Cumberland street, in which the teacher informed me he had registered 75 pupils, had only one window; while the best of the four is overcrowded and insufficiently ventilated and lighted. While the amount of floor space in the average public school building of our town is 20 square feet and the number of cubic feet of air space is 240, (and probably these figures will hold good in some of the parochial school-rooms), the average floor space in the private schools is eight square feet and the average air space is about 80 cubic feet. These figures are given in last year's report, and such a condition of affairs may well be called the "slaughter of the innocents." It is time that some one should move towards an improvement. What can parents be thinking of to allow their children to breathe the foul air of such rooms for six hours a day and eleven months in the year, to have the light, which should strike from the left or the rear, strike directly on the eye, producing near-sightedness or other defects of vision? Probably the parents are imperfectly informed in regard to the sanitation of the school-room and the home, and in looking after the moral and mental welfare of their children have entirely overlooked the physical. Ought not then the committee, as the guardians of the youth of our town to give this subject closer attention, and, in co-operation with the spiritual adviser of the French parents and with the health officer, bring about a reformation in this matter?

The teachers seem qualified for their work, as far as I could judge, and in good rooms well ventilated and lighted, I should not hesitate to endorse their labors. If there must be teaching apart from the public schools I earnestly hope that ere long it may be brought under the control of those who will care for the physical as well as the mental and moral part of the child.

*Dismissals.*—The committee have carefully considered the dismissals in the forenoon session and have reduced the time lost from 30 to 15 minutes. This reduction, small as it is, adds more than a week to the aggregate time of attendance. Of course when so many are dismissed much confusion is engendered and valuable time lost. Possibly "no recess" would be a happy solution of this question. This would give the pupils the full amount of schooling, and enable the teacher to dismiss at 11.30. The "no recess" plan has been tried in several towns and has been followed by good results. The superintendent of the Woburn, Mass., schools says: "After six years' experience it would be well nigh impossible to induce the community to return to the former method." Some of his arguments in its favor are: "1. It saves much sickness. 2. It saves accidental injuries, diminishes discipline and prevents moral contamination."—F. E. McFEE, *Superintendent*.

## HOLIDAYS.

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JOHNSTON.—*Too Many Holidays.*—There is a growing disposition of many teachers and scholars to obtain more holidays than is for the general good of the schools. And we would lay that blame, if blame there is, more to the teachers than to the scholars, as the scholars should be led by the teachers to do their work at all proper times, and without unnecessary interruption. We will not blame the teachers for accepting all legal holidays and all others that rightfully belong to them. But we think there are already enough, if not too many, vacations and holidays taken from the school terms without increasing their number. When we close our schools for the National and State holidays, for teachers' Institutes, teachers' visiting days, and days preceding and following Thanksgiving and Christmas days, with those that come necessarily and unavoidably, we would check instead of increasing the number. There are now twelve holidays granted by our legal and school authorities, for the benefit, if such they are, of our schools. And if we continue to increase the number we will soon have a term of holidays instead of a term of school. As an example of the benefit of holidays to our schools, we would show the manner in which one was observed, and that was our last State Fair. The teachers were given a day that they thought would best accommodate their scholars, and it was found upon inquiry at the time that the number of scholars who attended on the day the schools closed for that purpose, was one hundred and ninety-one, out of one thousand and seventy-two (1072), or eighteen per cent. The other eight hundred and eighty-one scholars were left without a school. But sixty-nine per cent. of the teachers, or eighteen out of the twenty-six attended. Two schools were not represented at all.—*Committee.*

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## PRIMARY SCHOOLS.

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PROVIDENCE.—*Improved Methods.*—The most interesting and valuable change for the better is to be seen in the lower primary grades. Formerly in these schools the little pupils were idle much of the day, and were kept in restrained and unnatural positions, which alike wearied the children and rendered school a most irksome place. They were called out to read three or four times in the course of the day, and for the remainder of the time were kept with folded arms and faces front. Not only a top and string, but even a slate and pencil was denied them. If any relief from this monotony was permitted it was in the form of a primer or spelling book with an order from the teacher to study.

The a b c method was for years the only way of teaching reading, the child was required to spell out each word as he read, he called out the words by syllable.

ble with an intonation which provoked one's heartiest sympathy, as he thought of the extreme drudgery of learning to read without the stimulus of interest in the matter read, or any thought or comprehension of the ideas which the words represented. Now all this is rapidly changing, proper objects are now placed before the little pupils to make them think, each new word is a picture of something known by them, interest in the objects presented is awakened, curiosity to learn the signs which represent the object is aroused, and the child is taught to think and invent expressions for himself. During the interval between teaching exercises the child is occupied with shoe pegs and splints, exercising his powers of imitation by reforming with these implements figures drawn by the teacher on the blackboard, or cultivating his imagination by inventing forms of his own, or again, with slate and pencil he learns to form the words which have now become signs of veritable ideas to him. Thus little by little and wholly unconscious of the fact, with a delight that renders the school nearly as pleasant as home itself, habits of thought and study are learned by means of which rapid strides will be made in advancement in learning.

*Free Kindergarten.*—A second free kindergarten has been established this year and this system seems to be steadily growing in favor, and if the future experience warrants it, the whole method of instruction in the lower primary rooms, may be in many points conformed to it.—*Committee.*

*True Principles of Primary Instruction.*—A perception that formation is more important than instruction ought to be gained by our teachers from their observation of the kindergarten. Any one as acute in reading the mind that shines in the face as a teacher ought to be, can look upon a class of little ones just entering the kindergarten, and upon one that has been in attendance a year, and if the latter are evidently happier, while more respectful, are more tidy through self-care, are kinder and more polite, and their faces show more traces of mental activity, he need not stop to examine them to see if "they have learned anything" before deciding that the school is useful.

The primary school teacher feels impelled to impart a certain proficiency in reading so many pages, and memorizing so many combinations of numbers in each week of time, while the kindergarten teacher simply employs the pupils pleasantly in certain exercises that she believes will develop their powers, without a thought as to measuring the result except in brighter eyes, defter fingers and more orderly feet.—H. S. TARBELL, *Superintendent.*

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## RULES AND REGULATIONS.

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Adopted May 17, 1887.

GLOUCESTER.—*Teachers.*—1. All teachers in the public schools in this town are required to be at their respective school-houses fifteen minutes before the specified time for beginning the school in the morning and afternoon.

2. Teachers are expected to see that the school-houses and all the public property entrusted to their care are not injured or defaced; that the school-rooms

and out-buildings are kept neat and clean, and that the school-rooms are properly warmed before school-time. Notice of necessary repairs and supplies must be given to the trustees.

3. Especial care should be taken to ventilate the school-rooms as thoroughly as possible by opening the doors and windows during the intermission, when the children are in motion, that drafts may be avoided when they are seated.

4. Strict punctuality should be observed in opening and closing the sessions, but a pupil may, for a cause, be detained for a time not exceeding a half-hour at the close of the afternoon session.

5. It shall be the duty of teachers to impress upon the minds of their pupils the principles of piety, justice, a sacred regard for truth, love for their country, sobriety, industry, frugality, chastity, moderation, temperance and all virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; watching them carefully not only in the school-room but everywhere on the school premises.

6. No text-book not prescribed by the committee shall be used except as a work of reference or practice.

7. Singing shall be encouraged and as far as practicable taught in all the schools.

8. There shall be a recess of 15 minutes in each half-day.

9. Reading, writing, arithmetic and spelling shall in no case be neglected for attention to other branches.

10. One half day for each month is allowed for visiting other schools, and in every case the teacher shall record on the register what schools are visited. The legal holidays are Feb. 22d, May 30th, July 4th, Arbor Day, Thanksgiving and Christmas. No school shall be kept on any of these days or on Saturdays, for any reason whatever.

11. No absence shall be allowed to pass without investigation. As far as possible the cause shall be entered on the register.

12. Every teacher shall take the vaccination certificates of all the pupils on their entering the school and keep them on file in the desk, the same to be returned if the owner leaves to attend another school. Any pupil who fails to produce a certificate after two weeks' notice shall be suspended from school until such certificate be obtained.

13. Care should be taken in administering corporal punishment and no unusual modes resorted to. For obstinate disobedience, gross immorality or contagious disease a teacher may suspend a pupil, sending immediate notice in writing to the superintendent and parent or guardian.

14. Teachers must make themselves thoroughly familiar with their registers. This is often not done and mistakes are made which are wholly without excuse, as full directions are given.

15. A copy of these regulations is to be kept posted in every school-room and teachers shall cause the second part to be read during the first week of every month. Attention is called to section 4, page 41, in the school manual.

*Pupils.*—1. Good morals being of the first importance, and essential to their progress in useful knowledge, the pupils are strictly enjoined to avoid idleness, and profanity, falsehood and deceit, and all disgraceful practices, and to con-



duct themselves in a quiet, orderly and decent manner, both in and out of school, and to be punctual and constant in their attendance.

2. Every pupil who shall, accidentally or otherwise, injure any school property, or break any window glass, or destroy any instrument, apparatus or furniture belonging to the school, shall pay damages.

3. Every pupil who shall anywhere, on or around the school premises, use or write any profane or unchaste language, or shall draw any obscene pictures or representations, or have in his or her possession any obscene literature, or circulate the same, and persist in so doing, or shall cut, mark or otherwise intentionally deface any school furniture or buildings, shall be immediately excluded from our schools, and shall be liable to the action of the civil law.

4. No scholar who comes to school without proper attention to cleanliness, or whose clothes are not properly repaired, shall be permitted to remain.

5. The use of tobacco in any form, in the school-house, or about the school premises, is strictly forbidden.

NEWPORT.—*Committee*—1. The regular meetings of the school committee shall be held on the second Monday of every month. Special meetings for important business may be called at any time by order of the chairman. The regular meetings of July and August may be omitted by special vote of the Board.

2. At the first regular meeting of the municipal year, there shall be appointed four standing committees of three members each, namely: on finance, teachers, text-books, and buildings, together with sub-committees for the different schools, consisting of such number as the size or importance of the school may require. These committees shall be appointed by the chairman, subject to the approval of the school committee.

Matters relating to finance shall ordinarily be referred to the finance committee; those relating to the appointment of teachers to the committee on teachers; those relating to the selection of text-books to the text-book committee; those relating to the erection, alteration and care of buildings to the committee on buildings, and those relating to the discipline of particular schools to the sub-committees on those schools.

3. The rules of order for the school committee shall be those contained in Cushing's Manual.

4. No vote shall be reconsidered except on motion of a member who voted with the majority.

5. No rule adopted by the school committee, whether for its own government or for the management of the schools, shall be altered except by a two-thirds vote of those present at a regular meeting, after notice given at a previous regular meeting.

6. The annual election of teachers shall take place at the first regular meeting of the committee in June.

*Duties of the Superintendent.*—1. He shall act as secretary of the school committee and have charge of their records and other papers.

2. At every monthly meeting he shall report to the committee the general condition of the schools, and he shall make a more detailed report once a quarter, with all needful suggestions and recommendations.

3. He shall make an annual report in writing, including a summary of the same facts, which shall, in the discretion of the committee, be embodied in their annual report.

4. He shall have general charge of all the school property in the city, and see that it is kept in proper condition and ready for use; employing for this purpose such labor as may be required.

5. He shall make all necessary purchases for the schools, all bills to be approved by the finance committee before being paid by the treasurer. But no bill exceeding \$50 shall be contracted without the special authority of the general committee.

6. He shall direct the examinations for promotion from one school to another, so that no promotion shall be made without the requisite degree of proficiency.

7. He shall assign new pupils, or those who have removed their residence, to the proper schools; he shall direct the classification of pupils in each school, and the appointment of the prescribed studies among the classes.

8. He shall conduct the examination of teachers with the co-operation of the standing committee on teachers.

9. He shall call together the teachers at least once in each term for mutual improvement and discussion.

10. He shall examine into all cases of discipline reported to him by a teacher or by the parents and friends of any pupil, and shall take such action as may be right or expedient. He may, if necessary, suspend any pupil from school, reporting the fact to the committee at the next meeting.

11. He shall visit every school in the city as often as practicable, advise and direct the teachers, and see to the enforcement of all rules made by the committee. He shall be for this purpose clothed with the full power of the committee during the intervals between their meetings, and may, if necessary, suspend from office any teacher who shall refuse to obey his written order, at once reporting the fact to the committee.

12. He shall keep regular office hours, other than school hours, at a place provided for that purpose, which shall also be the general depository of books and papers belonging to the school department.

13. He shall buy and distribute the text-books provided for indigent children; and shall furnish to the orders of the teachers all necessary blanks and registers.

14. He shall see that suitable temporary teachers are employed in schools where there are vacancies, and suitable substitutes where teachers are necessarily absent; nor shall any temporary teacher or substitute be employed without his approbation.

15. For the sake of system and authority, he shall ordinarily be the medium for conveying to the teachers the formal instructions of the school committee.

16. To guard against misunderstanding, all rules for the teachers shall be furnished them in print or manuscript, each teacher being supplied with a copy.

17. In case of the death, disability, or absence from the city of the superintendent, the chairman of the school committee shall designate some person to perform his duties, but if the necessity for an acting superintendent shall extend beyond a regular meeting of the committee, said committee may designate who shall perform the duties of the office until the return of the superintendent, or until the vacancy be legally filled.

*School Calendar.*—1. The school year of forty-four weeks shall commence on the first Monday of September.

2. The schools shall be closed from Friday preceding Thanksgiving day, and shall commence on the Monday following that day; they shall be closed on the last school day preceding Christmas, and shall commence on the first school day following the first day of January; they shall be closed for one week on the last Friday in February; they shall be closed for one week on the Friday before Election day, in May.

3. The following additional days shall be held as holidays: Washington's Birthday and the Fourth of July. The schools shall not be closed on any other day except by authority of the committee.

4. School shall be held on every day of the week except Saturday, Sunday, and the holidays. There shall be one session of the High School from nine o'clock, A. M., until two o'clock, P. M.; in the other schools there shall be two sessions, from nine until half-past eleven o'clock, A. M., and from two to four o'clock, P. M.; provided that nothing in this regulation shall deprive the committee of the right to claim of the teachers six hours' service a day, nor deprive the teachers of the right to detain a pupil for a time not exceeding an hour at the end of the afternoon session; but no pupil shall be detained more than fifteen minutes after the close of the forenoon session.

5. Except in the Rogers High School, there shall be no public recess, but when the session has half expired, and at other times in the lowest grades, the pupils shall engage for a moment in physical exercise, under the direction of the teacher, and the air of the room shall be thoroughly changed. Individual pupils shall be allowed to leave the room whenever they have need to do so, the utmost care being exercised in discriminating upon their requests.

6. In the grades above the second primary, formal reviews shall take place, under the direction of the superintendent, upon all the principal studies, at the close of the Fall and Spring terms, each pupil's standing upon the work of the term being recorded as excellent, good, fair, poor, or very poor. At the close of the Winter and Summer terms, written examinations, covering the half-year's work, shall be conducted for all pupils above the second primary grade, upon the subjects of arithmetic, English language, geography, spelling, history, penmanship, and drawing. Examinations in reading shall be given at the end of each half-year. Oral examinations shall be conducted by the superintendent as often as practicable. Those pupils shall be entitled to promotion who are recommended by their teachers, and who obtain an average standing of at least seventy per cent. upon the two examinations of the year, with not less than sixty in each of the subjects of reading, spelling, arithmetic and language. Those pupils of the second and third primary grades, who may be recommended for promotion by their teachers, shall be examined under the direction of the superintendent and promoted if found qualified.

7. Whenever a pupil's attainment in scholarship or deportment is unsatisfactory (or whenever he is absent or tardy without a sufficient excuse), the teacher shall communicate with his parent or guardian upon the subject at once. At the close of each term formal reports shall be made, upon blanks provided for the purpose concerning the standing of each pupil, his deportment, attend-

ance, etc., and including the percentages for the term, together with a plain statement relative to the probability of his promotion at the end of the year.

*Teachers.*—1. Examinations for teachers shall take place from time to time, and seventy per cent. of correct answers shall be necessary to eligibility for appointment. Success at an examination shall not, of itself, entitle an applicant to appointment, but shall simply be one element for the consideration of the committee. The committee may, in its discretion, dispense with the usual certificate of examination from graduates of the Rogers High School, a Normal school or a college, but in the selection of teachers, from candidates not already eligible, preference shall be given, other things being equal, to those who have completed the course of study in both the Rogers High School and a Normal school.

All new teachers appointed to the primary and intermediate departments shall be appointed on probation for a period of six months, at the expiration of which time it shall be the duty of the committee on teachers to report to the Board upon the question of their permanent employment.

2. The rates of compensation to teachers shall ordinarily be as follows: In the primary and intermediate grades \$400 with an annual increase of \$20 for each year's service until the maximum of \$500 is reached. In the grammar grades, \$520, with a similar increase until the maximum of \$560 is reached. The committee, however, reserves the right to award a higher salary in any particular case, in recognition of special usefulness or ability.

3. The teachers shall be in their respective school-rooms at least *fifteen minutes* before the hour for beginning school, morning and afternoon.

4. Strict punctuality shall be observed in opening and closing the sessions of the schools. At five minutes before the regular and appointed time, the pupils shall be summoned in-doors by the ringing of a bell at a door of the school-house, or at an open window of the room. At the appointed hour precisely, a stroke of the bell shall be given by the teacher at the desk, and the exercises shall then immediately commence.

5. It is recommended that school shall be opened in the morning with reading from the Scriptures, without comment by the teacher.

6. Each teacher (or the principal) shall keep a register of the names, ages and residences of the pupils, the names of their parents or guardians, the dates of their entering and leaving the school, and every instance of absence and tardiness.

7. Each teacher shall make a weekly report to the superintendent, (a) of the number of pupils of each sex enrolled during the year, and during the current term; (b) of the average number belonging for the week; (c) the average number of attendants; (d) the number of cases of tardiness; (e) the full names of such as have entered or left school, with the names of their parents or guardians; and (f) of the books and other articles needed or received, together with such other information as should be communicated.

8. He shall also make a quarterly report of (a) the whole number of names enrolled for the year; (b) of boys; (c) of girls; (d) of those enrolled for the term; (e) of boys; (f) of girls; (i) of present number of pupils; (j) number over

fifteen years of age; (k) average daily belonging; (l) average daily attendance; (m) per cent. of attendance found by dividing (l) by (k); (n) number and names of pupils not absent at all; (o) number and names of pupils not tardy at all; (p) number and names of pupils neither absent nor tardy.

9. Teachers shall give proper attention to the ventilation and temperature of their school-rooms; they shall be responsible for the good condition of their rooms and of the public property entrusted to their care; and *the teachers of highest grade in each school-house shall be held to answer for the proper condition of the yards and out-buildings connected therewith.* Every such teacher shall be further authorized to make such rules as may be necessary for the proper regulation of the pupils in each school-house, in the halls, and at recess time subject to the approval of the superintendent; and the other teachers will be expected to conform to these rules. It is especially required that provision be made, in each building, *for a thorough supervision of the yards during recess time.*

10. It shall be the duty of every teacher to give prompt notice to the superintendent of needful repairs and supplies, and every teacher shall be held accountable for wants and injuries occurring through his neglect.

11. Teachers shall not entertain or confer with any agent or vender of books or other merchandise, during school hours; nor shall any teacher read to the school any advertisement during school hours.

12. In case of the sickness of a teacher, notice shall be promptly given to the superintendent: and no teacher shall withdraw from school during any part of its session, nor dismiss school before the regular hours of dismissal, without permission previously obtained of the superintendent (or in case of the Rogers High School, of the Head Master), except in an event of real emergency; and in this latter case, report shall be made to the superintendent as soon as possible.

13. In no case shall a substitute for a teacher be employed without the consent of the school board or the superintendent previously obtained. Excepting in individual cases, wherein a different sum shall be voted by the committee on teachers, the compensation of a substitute teacher shall be two-thirds of the salary of the absent teacher for the time, the other third of the salary may be retained by the regular teacher, provided his absence be occasioned by his own sickness, by sickness or death in his immediate family, or by other unavoidable cause satisfactory to the school board or the superintendent.

14. Any teacher may withdraw from a school at the end of a term, provided that at least one month's notice in writing be given to the superintendent. Any teacher who shall withdraw at any other time, or without giving the prescribed notice, shall forfeit all compensation for the term or for any part thereof.

15. In order to discharge a teacher it shall be necessary for the committee to give at least six weeks' previous notice in writing; but such discharge may take effect at any period of the term. The previous notice shall not be required in cases of immoral conduct.

16. Teachers are required to visit other schools to the extent of one half-day in each term, or of one day in case the school visited is in another town or city; but the approval of the superintendent must be previously obtained, and the time allowed for visiting shall be used for no other purpose. After making a visit, teachers shall report to the superintendent concerning the schools visited,

the time spent in each, and the methods of instruction observed that seemed worthy of adoption.

17. No exhibition shall be arranged for any school, nor shall the regular exercises of a school be changed because of visitors, except by authority of the chairman or superintendent.

*Pupils.*—1. No pupil shall be admitted to any school except upon the presentation of a permit signed by the superintendent.

2. No pupil shall be excluded from school, except by direction of the superintendent or the committee; but teachers may suspend a pupil for grave offences, *making an immediate report of the case to the superintendent, and to the parent or guardian of the pupil*; and the pupil cannot be allowed to return to school until re-instated by the superintendent or the committee.

3. To be admitted to school, a child must be five years old; and for admission to any grade, must possess the attainments required by the school regulations.

4. Pupils shall be considered as belonging to the schools to which they have been admitted, unless transferred by the superintendent, *until the end of the school year*. "To belong," in this sense, is not, necessarily, to be entitled to a seat; but it is to be enrolled in the whole number of pupils.

5. Any pupil who shall be absent for six half-days in any period of four weeks shall lose his membership, and to be readmitted he must obtain special permission from the superintendent, except those attending the High School, in which case permission may be given by the Head Master of said school. In noting absences the short vacations shall be disregarded.

For the sake of uniformity in obtaining the per cent. of attendance, pupils shall be deemed as belonging until the three days expire, whatever the cause of this absence, except in cases of death, expulsion, withdrawal by written order of parent or guardian, or transfer; in which latter case they belong until enrolled in some other school. Belonging in this sense is being entitled to a seat, with the exception named in section 2. It is to be remembered that the sixth half day has not expired until after the record of that half-day is made up.

6. A pupil who has been absent from school for less than the time mentioned in section 5, can be readmitted on presenting to the teacher a written excuse signed by the parent or guardian.

7. Absence from school without the consent of the parent or guardian previously obtained; leaving the school-room in school hours, or the yard at recess, without permission of the teacher; and the tardiness of an habitual truant, extending beyond twenty minutes, shall each be accounted truancy; and all cases of truancy shall be at once reported to the superintendent, who may exclude a pupil for truancy, according to section 5.

8. Every pupil who is not seated at the sounding of the usual signal shall be accounted tardy, and shall be required to present to the teacher a signed note from the parent or guardian, containing a request that the case of tardiness may be excused. Tardiness extending beyond twenty minutes\* shall be accounted

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\* This, however, does not apply to those who have been sent for notes of excuse; such are to be admitted on presentation of note.

absence; but the pupil shall be admitted to the school, and other discipline shall take the place of enforced absence. The superintendent may, however, suspend the operation of this rule in case of suburban residents or in consideration of the weather.

9. No pupil shall be permitted to leave school before its close, for the purpose of attending to any private lesson; nor shall he leave for any cause except sickness or some urgent reason.

10. No teacher shall send a pupil from the school-house except at recess time, on any private or unnecessary errand.

11. Pupils are not permitted to answer calls at the door, or to receive any message, without special permission from the teacher.

12. Non-resident pupils shall pay in advance to the city treasurer, at the following rates: Rogers High School, fifteen dollars per quarter; Grammar School, four dollars; Intermediate, two dollars and fifty cents; Primary, one dollar.

13. Every pupil who shall, accidentally or otherwise, injure any school property of whatsoever description, or shall write any profane or unchaste language on any school property, shall be liable to pay in full for all the damage he has done, and shall be subject to the action of the civil law.

14. It shall be the duty of teachers to impress their scholars with the importance of avoiding vulgarity and profanity, falsehood and deceit, and every wicked and disgraceful practice; of being orderly, diligent and respectful; and of treating each other politely and kindly in all their intercourse.

15. In computing average attendance, every actual session shall be included without reference to the number present. A double session from 9 to 2 must be counted two sessions for the purposes of computation.

A case of tardiness means an instance of tardiness, and the number of such instances must be stated in the weekly return, the teacher adding, in parenthesis, the number of separate pupils by whom the acts of tardiness are committed.

16. All teachers shall endeavor to maintain such discipline in their schools as is exercised by a kind and judicious parent in his family, avoiding corporal punishment in all cases where good order can be preserved by milder measures, and in no case resorting to confinement in a dark closet or wardrobe, or to any cruel or unusual punishment. Corporal punishment shall be held to include every application of physical force to the person of a pupil for the purpose of compelling obedience, and it shall be inflicted only after the nature of the offence has been fully explained to the offender. At the close of the session teachers shall report to the superintendent, upon blanks provided for the purpose, all cases of corporal punishment during the session, stating the name and age of the pupil, the kind and amount of punishment, and the reasons for its infliction. These reports shall be tabulated, and placed on file at the office for the inspection of the School Board.

*Duties of the Truant Officer.*—1. The truant officer shall endeavor to procure the attendance at school of all the children of the city who are required by law to attend school, and especially of such as are not members of any school, visiting them at their homes or places of employment, or looking after them in the

streets, for this purpose; and he shall, by persuasion and argument both with the children and their parents or guardians, and if possible by other means than legal compulsion, strive to secure such attendance.

2. Those duties that are plainly assigned the truant officer in the law of the State or the ordinance of the city, are incumbent upon him and need not be repeated here.

3. When the truant officer shall be unable to procure the attendance at school, either public or private, of any child who is an habitual truant, or who is required by the provisions of statute law to attend school, it shall be the duty of such officer to report the full facts in the case to the school committee, who may order the arrest and prosecution of the child, according to law.

4. By means of the telephone, or a system of order boxes, the truant officer shall be accessible to each teacher during the opening half-hour of every session. Every truant and every pupil suspected of truancy shall be promptly reported to him, and it shall be his duty to investigate the case, to return the pupil to school if possible, and at all events to make an early report to the teacher. He shall also make detailed written reports of his work to the school board at their monthly meetings. He shall be in attendance at the office of the superintendent of schools on all school days from 11:45 to 12 M., to meet any teachers who may wish to see him, and to render any service connected with the attendance of pupils that the superintendent may require.

5. The truant officer shall be vigilant to discover any cases of scarlet fever or of other diseases dangerous to the public health that may exist, and prompt in reporting them to the teachers who have pupils that reside in the infected houses.

6. The truant officer shall attend the evening schools when they are in session for the purpose of rendering such assistance as he may in connection with the attendance and discipline of those schools.

*Principal Duties of the Janitors.*—1. To sweep the entries, stairs, steps, and plank walks daily, the school-rooms three times a week, or at such time as the superintendent shall designate, the cellars often and the yard occasionally; to dust the entries, stairs, rails, windows and furniture after every sweeping, and the blinds, walls and ceilings as often as necessary, doing everything that "the sweeper" has been accustomed to do. To sweep, dust, clean and put in order for use any exhibition hall or room used for general exercises whenever it is needed.

2. To examine the out-buildings every session, frequently overlooking the use of the one on the boys' side, and keeping them constantly clean, free from marks and well disinfected.

3. To clean the windows frequently, the ink-wells, the doors, wainscoting and all painted surfaces, including seats, desks and floors, whenever necessary, and particularly to give them a thorough cleaning before the middle of August during the summer vacation, doing at that time all that "the annual cleaner" has been accustomed to do and airing the rooms well before the opening of the Fall term.

4. To heat the building when necessary, thoroughly and in season. The thermometer should stand at 68°, at least, in every school-room when the doors



are first opened, and during the day the janitor shall pass often from room to room to see that the temperature does not fall below that point. In extremely cold weather janitors shall make unusual efforts to provide sufficient heat, and to guard against accidents by fire, even remaining in the school-house, if necessary, during the night. The fuel should be used economically, ashes being thoroughly screened and removed from the building, and cinders burned. Steam heating apparatus, furnaces and stoves shall be kept in their best working condition, the boilers being blown clean often, the furnace water-pots being kept full, coal for the day being placed near stoves, the ashes being removed from under the fire daily, etc. Janitors shall be held responsible for the prevention of the water pipes from freezing, and they alone shall turn the water on and off the buildings.

5. To remove snow and ice from the sidewalk and if possible from the roof, keeping the paths that lead to the several entrances and the out-buildings open during school hours, and fully clearing off the steps and planks as soon as possible after it stops snowing. To sprinkle sand or ashes upon the steps and sidewalks whenever they are in a slippery condition.

6. To open and close the school-house doors and gates daily, to be in constant attendance during school hours unless specially excused by the superintendent, and also during the half hours before and after each session, and to be within easy call of the teachers, ready to perform for them any service of school-house work that they may ask.

7. To exercise in connection with the teachers an oversight of the boys in streets, yards, out-buildings and entries, promptly forbidding all mischievous, disorderly or improper conduct, or language, and, without correcting any pupil corporally, to report all misdemeanors to the respective teachers.

8. To discharge a line of miscellaneous duties, such as to keep all the clocks regulated, to clean the blackboards when required to do so, to go on school errands to the office and elsewhere, to see that no tobacco is used around the premises, to see that all movable apparatus in the various rooms is properly protected during the times of sweeping and cleaning, to report to the superintendent at once anything that should come to his attention, etc.

9. To maintain a general supervision of the estates during holidays and vacations, and when workmen are employed, or when fuel is received, to see that none of the property is misused or misplaced.

10. To do any other regular duties that may be required from time to time.

11. The janitor of the Clarke Street School House is also messenger of the School Department.

**PAWTUCKET.—Contagious Diseases.**—1. No person living in a family where there is a case of small-pox shall attend school until the patient shall have passed the period of desiccation (falling off of scabs) and until the house has been properly fumigated.

2. No person living in a family where there is a case of scarlet fever shall attend school until five weeks from the beginning of the last case, and until the house has been properly fumigated.

3. No person living in a family where there is a case of diphtheria shall

attend school until one week after the recovery of the patient, and until the house has been properly fumigated.

4. The above rules shall, when deemed necessary by the attending physician, be extended to all persons living in the same house where the above diseases exist, and when he deems necessary, the attending physician may extend the period of isolation specified in the foregoing sections. The rules shall apply, however, to all the members of a household using the same entrance, whether belonging to one or more families.

5. A certificate from the attending physician, stating that the required time has elapsed and that fumigation has been properly performed, will be required by the teacher before the persons referred to in the foregoing sections can be admitted to school.

6. No person living in a family where there is a case of measles shall attend school until one week after recovery and until desquamation (peeling off of the skin) shall have ceased.

7. No person with the whooping-cough, mumps or chicken-pox, shall attend school until complete recovery.

*Vaccination.*—"No person shall be permitted to attend any public school in this State as a pupil, unless such person shall furnish to the teacher of such school, a certificate of some practicing physician that such person has been properly vaccinated as a protection from small-pox, and every teacher in the public schools shall keep a record of the names of such pupils in their respective schools as have presented such certificate." (Public Laws, Chapter 61, Section 14.) This certificate shall be kept on file by the teacher while the child is a member of the school.

*Physiology and Hygiene.*—The teachers of each grade below the high school shall devote at least fifteen minutes of every two weeks to the instruction of their pupils in physiology and hygiene, with special reference to the effects of alcoholic liquors and stimulants on the human system. In the high school this instruction shall be given in connection with the studies of physiology and chemistry.

For this purpose the committee recommends purchasing for each primary and intermediate school teacher one copy of the book called "Practical Work in the School-room," and for each teacher of the other grades one copy of "Brand's Lessons on the Human Body."

The conditions on which the committee make the above recommendations are that the superintendent shall be directed to specially caution the teachers against an intemperate and exaggerated method of teaching the subject, as is too frequently the practice, and also that the teachers shall be directed to disregard wholly the chapters on the use of tobacco in the books we have recommended, and confine their instruction on this point to a general admonition against its use and effects, believing as the committee does, that the linking of the tobacco question with that of spirits, calling them "the twin vices," and declaring that the evils resulting from tobacco are as great as those from dram-drinking, or indeed in any degree proportionate to them, is a very great error, and one that cannot fail to have an injurious influence on any attempt to teach

the terrible effects of the liquor curse. When we reflect how large a percentage of the children have fathers or other relatives who use tobacco, and without any apparent injury, and we falsely teach the children that the tobacco habit is injurious, or in any degree to be compared to the effects of the liquor habit, we are certainly going to shake their faith in the truth of our statements as to the evil effects of alcohol.

In view of the false and exaggerated character of some of the books on the effects of stimulants that have been placed in many of the schools, we recommend that all such books be removed, and that hereafter no books be allowed to be placed in the schools except such as have been sanctioned by the committee.  
—*Sub-Committee on Books.*

The above suggestions were adopted by vote of the Board.

*Rules Adopted October 10, 1883, for the Government of the Truant Officer.*

1. He shall prepare and keep a list of the manufacturing and mechanical establishments in the town.
2. He shall prepare and keep a list of children of school age, the list to be made from the annual census.
3. He shall visit manufacturing and mechanical establishments once each school term as required by statute.
4. He shall investigate such cases as are presented by the superintendent and report to the superintendent, who shall report to the school committee all cases of violation of the statute.
5. He shall investigate such cases of absence as shall be reported to him by the superintendent, and visit parents or guardians for the purpose.
6. He shall be at the committee room on school days, between 12 M. and 12.30 P. M.
7. He shall make prosecutions only when so directed by the school committee.
8. He shall keep such records as shall be directed by the school committee or superintendent.

*School Exhibitions.*

"Voted, That no exhibitions be allowed in the public schools except with the consent of the superintendent."—*Records of School Committee, May 11, 1885.*

SCHOOL-HOUSES.

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CHARLESTOWN.—*Desirable Features.*—The seven sites and school-houses were not at first properly located, with the exception of Quonocontaug. Why not have locations pleasant, healthy, beautiful and attractive? The same capital would yield a better interest, it would be more prudently expended, and would have a tendency to win the affections of the children, and to enhance the value of the adjacent estates. In the cities and large towns, where the land is very valuable, the school-grounds are much larger than those in the rural sections, especially where the land is too poor to pay for fencing. One of the principal necessities of a well-provided school-house is a good supply of water, clear, fresh and pure. Every district should have a good well or spring on the school premises; yet of all our schools, not one possesses this advantage.

By all means the teachers ought to have blackboards near their desks for their special use. In the opposite part of the room, fronting the teacher's desk, the pupils' blackboard should be situated, and, if the space is found to be inadequate, let it extend to the right and left sides of the room; but be sure to have enough. To make the school-room suitable for the best results, let the standing room be sufficient for the blackboards, and also for the class recitations. Do not crowd the pupils into narrow, contracted aisles to recite their lessons, but give them all the room required for practical purposes.

The seats and desks must be graded and adapted to the needs of the pupils, having ample space for the aisles, for the blackboards and recitations, for the library and the teacher's desk, so that the school can move with silence, ease, and freedom. A book-case should occupy a handy position in every public school, that the books may be of more value to the pupils and teacher, and be less exposed to frequent injury.—W. F. TUCKER, *Superintendent*.

CRANSTON.—*New Building.*—The residents of District No. 7, during the past year have erected a spacious school edifice. It is one of the most beautiful district school-houses in the State. In its construction and finish, both externally and internally, great care and taste have been displayed.—C. W. EARLE, *Superintendent*.

CUMBERLAND.—*Provision for Repairs.*—In looking over the financial statements in the yearly returns, we find that none of our districts have any debt, or only very trifling ones, resting upon them; but we also notice that only a few of them have any balance in the district treasury. Now it would be an excellent idea, as long as the district system prevails, for each district, at intervals of every few years, to levy a tax sufficiently large so that there shall be a balance in the district treasury on which to draw to meet the expenses incurred in making the needed improvements and repairs.—R. MURRAY, JR., *Superintendent*.

**JOHNSTON.**—*Buildings Generally Old and Uninviting.*—Most of the school buildings in the town are quite old and by no means as good as should be furnished for school purposes. Although not able to get the exact date of each, we find upon inquiry that they antedate our oldest citizens, and one, at least, can date back into the last century. It is still in the same shape and general appearance as when built. And there are others with no modern appearance; and with such accommodations, who can blame the children if that indifference to their comfort and pleasure brings a dislike to the school-room. But we can feel grateful to the citizens of some of the districts that they are not all as old and uninviting as those referred to. For we have a few good ones which by contrast make them the more noticeable.—*Committee.*

**LITTLE COMPTON.**—*Make the School-Room neat and Attractive.*—As Dr. Vincent well says, "The school-house teaches as effectually as the school teacher. There are some school-rooms where it would be impossible for the most skillful art-teacher to give lessons in proportion, color, and tone, or for a sensible school-mistress to talk about neatness, cleanliness and taste in the keeping and the furnishing of a house. I commend the school-teacher who cares for atmospheres, impressions and tone, quite as much as for text-books, tasks and for accuracy in recitation. I ask you to help him when he tries to make his school-room a place of neatness and brightness, with plants, flowers, pictures, statuettes, window and wall hangings, and whatever besides may give a child ideas of taste, of purity, of restfulness, and which will fill his soul with images and memories to go with him to the end of life, a source of inspiration and a safe guard against evil." Let the people think of this, and see that teachers are supplied with all the help they need, and let the teachers be skilled in the use of these helps, and much better work will be done.—**W. D. HART,** *Superintendent.*

**NEWPORT.**—*Lenthal School-House.*—This house is situated in a thickly settled portion of the city at the corner of Spring and Perry streets, fronting upon each, at about 100 feet from the former, and 50 feet from the latter, upon a lot containing 50,860 feet. It is two and one half stories high, built of stone and brick. Its outside measurements are 87 feet, 6 inches east and west, and 85 feet, 8 inches north and south. In architecture the building might be termed of the colonial period, the body of the building being of Swanzey granite, quarry faced, having water table quoins, sills and lintels of Connecticut granite. The windows have jambs composed of Perth Amboy speckled brick. The segment, head, windows and doors have brick and stone voussoirs alternating. All outside steps are of granite, the west flight having large buttresses. The roof is covered with black slate, and has a large commanding dormer window on its west front, and the flat of roof is surrounded by a high rail and balusters. On the west front, there is a porch having four large doric columns, and roof surmounted with rail and balusters. The roof of this porch is reached by double doors opening from west end of hall on second floor. Both the west porch and the north have blue stone floors laid in diagonal pattern. In the matter of construction the following may be of interest: The outer walls of basement are 28 inches thick, for first story 24 inches thick, and for second story 18 inches thick. Height of basement 8 feet with Portland cement concrete floor. In the basement are located the heating

apparatus and one set of water-closets, coal-bins, etc. The first floor contains one large hall or corridor running north to south 14 feet wide. At each end there is a flight of easy stairs 6 feet wide, having a landing half way up 6 feet by 14 feet. From this long hall near the centre of the building there are two other halls or corridors; one leading west 13 feet wide and connecting with entrance doors to west porch, the other, 6 feet wide, running east to small entrance door, thus dividing the first floor into four school-rooms of nearly the same area, with all necessary cloak rooms, black-boards, and proper means of exit, all doors opening outward. Each room receives light and air from two sides. There are 148 square feet of glass in each room, and the scholars' desks are so arranged that light is received from the left and rear. On the landing of the south flight of stairs are teachers' toilet rooms thoroughly fitted up. The building is heated by steam radiators three in each room connected with tubular boiler in basement. The ventilation of the rooms is provided for by fresh air inlets behind each radiator. The foul air escapes through four registers on two sides of each room, two near the floor and two near the ceiling. From these the air is conveyed by ducts to a large flue surrounding the chimney with an outlet near the top. The chimney has a smoke flue 16 inches by 16 inches single course of brick and is enclosed by a 4 inch brick wall leaving a 10 inch air space all around in which can be placed a stove to create a current when the chimney is not heated. The second floor is virtually a repetition of the first, each school-room being a trifle larger. Each long corridor on both floors has an iron sink supplied with city water. Near these sinks may be found stand pipe with hose attachments for fire purposes, also an attachment in attic. In the south end of long corridor on second floor is a 6 foot flight of stairs leading to attic which is shut off at the head by double doors. This attic is floored over and contains nothing but the roof supports, trusses, etc. It has means of access to the trap door on flat of roof. The cost of land was \$15,198; the cost of building was \$30,940; grading, fencing, and out-buildings, \$2,600; furniture, \$1,500; total, \$50,238.

On Saturday afternoon, September 3, 1887, the formal transfer of the building took place in the presence of an audience which completely filled the corridors upon the second floor. His Honor Mayor Powel presided. The opening prayer was made by the Rev. Dr. Randolph, and the benediction was pronounced by Rev. Mr. Van Horne, members of the school committee. Excellent music was interspersed from the choir of the United Congregational Church and the Casino Orchestra. Brief addresses were made by the following gentlemen in order, the first four being incidental to the transfer and acceptance of the keys: Mr. Nathan Barker, President of the common council and chairman of the building committee, His Honor, the Mayor, Hon. John H. Cozzens, chairman of the school committee, Mr. George A. Littlefield, superintendent of schools, Hon. Thomas B. Stockwell, State commissioner of education, Hon. John P. Sanborn, Dr. Thomas J. Morgan, principal of the State Normal School, Hon. Henry H. Fay, Col. Frank G. Harris, Mr. Henry W. Clarke, principal of the school, Rev. Mr. Van Horne, Hon. Thomas Coggeshall.

**PAWTUCKET.—New Houses.**—Since the committee's last report the Middle street four-room school-house, erected at a cost of twenty-two thousand dollars,

with twelve hundred and fifty dollars additional set apart for the purchase of more land, was opened September 1886, and has been fully occupied, under four teachers. Garden Street school-house, built at an expense of twenty-five thousand dollars, was opened at the beginning of the school year. The new brick building on Cherry street, on which is being expended the appropriated twenty-five thousand dollars, is far advanced toward completion, and is expected to be ready for the reception of pupils in September 1887.—B. EASTWOOD, *Chairman*.

PORTSMOUTH.—*Striking Contrasts*.—The children should be trained to take pride in the place, in which among other things, they are taught that "Order is Heaven's first law." The cheerful aspect of some buildings, where evidently every effort has been made to make the most of the school-room, is in striking contrast to the condition of others, where defaced walls, and broken furniture with a general air of neglect leave a bad impression upon the mind of the visitor. Neither is there sufficient attention paid to proper ventilation, and this with disorderly rooms is anything but beneficial to the pupil or inspiring to the teachers.—J. S. PEARCE, *Superintendent*.

PROVIDENCE.—*Demand for More School-Houses*.—There is still a demand for school-houses for pupils of the lower grades, and with a present average of over 50 pupils to a room, and more than 40 to a teacher, with nearly 4,000 children of school age not attending any school, it is plainly evident that the work of erecting school buildings must be continued vigorously, if it is desired that the same liberal spirit shall prevail in providing a suitable education to all those who are so soon to take their part in the government of the State. However desirable it may be to do so, it would seem to be idle to attempt any enforcement of the truant law until such time as there shall be more than sufficient room for the pupils now desiring to attend.

*Proper Size for Primary Schools*.—In the erection of new buildings for primary and intermediate schools, the rooms should be of a suitable size for not more than 35 pupils and one teacher in the primary, and 42 pupils and one teacher in the intermediate grades, not exceeding five rooms in a building and not more than two stories high in any case.—*Committee*.

WARWICK.—*New School Buildings*.—Within a period of fourteen months a quartette of new four-room school-houses has been dedicated and set apart for free schools. Commencing in District No. 1, Pawtuxet, February 6, 1886; the second in District No. 7, Phenix, September 17, 1886; the third in District No. 4, Old Warwick, December 3, 1886; and the fourth in District No. 14, Riverpoint, March 18, 1887. The closely connected chronology is exhilarating, and surely indicates that we have made a positive advance "along the entire line" in school architecture and school conveniences. The four houses have the same general architectural appearance. The good people of these districts have burdened themselves with a heavy outlay to rear these noble educational monuments, but we think the capital has been well invested, and, with suitable caution in the selection of educators for training and developing the young minds committed to their charge, ample dividends will surely be returned.

The new school-house in No. 4, Old Warwick, is 32x62 feet, two stories, with wings of ample dimensions on either side. There are four rooms of equal size,

24x32 feet, with eleven feet studding. The location is nearly in front of the old house, which is soon to be relegated to some other locality. The house was dedicated on December 3, 1886. Commissioner Stockwell and Gen. Morgan were present, with words of good cheer for the new house and an increased interest in cause of education. Cost of house about \$8,000.

The new house in No. 7, was dedicated and set apart for free public schools, with imposing ceremonies, on September 17, 1886. Addresses were given by Commissioner T. B. Stockwell, Gen. T. J. Morgan, William B. Spencer, Esq., and others.

In No. 13, Pontiac, the ancient school-house has been greatly modernized internally, and a new lease of life taken. Fifty-eight single desks and chairs of modern style now occupy the place of the old double desks with bench seats, in use many decades ago, and other improvements made, so that the house would hardly be recognizable by the boys and girls of "the long ago." Under an adjoining roof a room, spacious in size, has been prepared for the primary department, with sixty single desks and chairs, ample black-boards, and other et cetera, which tend to make a room pleasant for school work. The expense of the improvements was borne by the Pontiac Mfg. Company.

In No. 14, Riverpoint, the house is in a commanding position; is 37x67 feet in size, two stories high, with ample wings. Three rooms are equipped and in occupancy, with chairs for nearly two hundred sittings. At the dedication, March 18, 1887, Commissioner T. B. Stockwell, and Gen. Morgan, of the Normal School, gave addresses, and Mr. F. W. Greene, read an address written by Hon. H. L. Greene, who was in Europe. This is the first house ever owned by the district, and cost \$13,348.

In No. 17, the house was raised, and a story built underneath; four rooms are finished, with three equipped and in use. The growing size of the school will soon necessitate the occupancy of the fourth room. Cost of improvements \$3,150.

The revival work reached No. 18, Norwood, last summer, and the house and surroundings have been put in complete repair, and now present a neat, cheerful, healthful and tasteful appearance. Amount expended, \$400.

The houses in Nos. 1, 4, 7, 14 and 17 are heated by steam. The amount expended within two years in building, enlarging and repairing by the five districts just enumerated, has reached nearly \$50,000. Let the good work go on. No. 8, Centreville, is moving in the matter.—D. R. ADAMS, *Superintendent*.

**WESTERLY.**—*New School Buildings.*—In District No. 1, the primary school building on Chestnut street was completed in time for the schools to occupy it September 1st. This building furnishes two large, beautiful, well lighted and ventilated rooms, which will accommodate 97 scholars. In style and finish, in arrangement, conveniences, and furnishings, this building is one of the finest primary school buildings in the State. Some changes have been made in the Elm-street building, in heating and ventilation, and in seatings for the greater convenience of the high school, the advantages of which cannot be over-estimated. Not the least of the improvements in this building is the putting in of electric bells for calls and dismissals in the school-rooms.

*Over Crowding.*—The Pleasant street school building of this district should be



enlarged, for the first grade is over-crowded. The room which is occupied by this grade should contain only 49 seats for the convenience and health of the school, yet in the Fall Term there were 82 pupils enrolled, and in the Spring Term nearly 90 pupils. Such a crowded condition of a school should not be allowed to continue, both for the good of the pupils and the teacher in every respect.

*Improved Facilities.*—In three districts steps have already been taken to improve and enlarge their school buildings. In all the districts more care should be exercised in keeping the school-houses in good condition, in having all the needed conveniences supplied, and in making the surroundings of the school buildings spacious and beautiful. No one can estimate the good and lasting effects of a beautiful school-house and grounds upon the mind, taste, and habits of the child. It is poor economy, if economy can be the reason, to send boys and girls from beautiful and refined homes and elegant churches, into narrow, contracted, inconvenient, poorly-furnished, and illy-kept school-houses with surroundings in harmony. The education of children for future usefulness and the responsibilities of life and the development of their immortal minds, are of more worth than the "almighty dollar."—O. U. WHITFORD, *Superintendent*.

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## STUDIES.

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**BRISTOL.**—*New High School Courses.*—In December a change was made in the course of studies in the High School. The intention was to simplify to a certain extent and also to give a more practical course. It also gives a four-year English course, thus not requiring Latin for a full course. In this, commercial arithmetic and business law is introduced. Natural Philosophy occupies a whole year instead of a half year as formerly. Geometry is also continued a year. Mental and moral philosophy are dropped, unless especially requested. The motto of the committee in making the changes has been that of the class of 1884, "*Non multa sed multum.*"

The following is the course of study as adopted:

### CLASSICAL COURSE.

The classical course shall be that which will fit scholars for admission to the Bachelor of Arts course in Brown University.

### LATIN COURSE.

**JUNIOR YEAR.**—*First Half.*—Algebra, Latin, Physiology. *Second Half.*—Algebra, Latin, Book Keeping.

**JUNIOR MIDDLE YEAR.**—*First Half.*—Geometry, Latin, Natural Philosophy. *Second Half.*—Geometry, Latin, Natural Philosophy.

**SENIOR MIDDLE YEAR.**—*First Half.*—Chemistry, Latin, Rhetoric. *Second Half.*—Constitution of the United States, Latin, English Literature.

**SENIOR YEAR.**—*First Half.*—American Literature, Latin, Political Economy. *Second Half.*—English History, Latin, Botany.

The Latin to be studied shall be that required for admission to the Bachelor of Arts course in Brown University.

#### ENGLISH COURSE.

**JUNIOR YEAR.**—*First Half.*—Algebra, Commercial Arithmetic and Business Law, Physiology. *Second Half.*—Algebra, Physical Geography, Book Keeping.

**JUNIOR MIDDLE YEAR.**—*First Half.*—Geometry, Astronomy, Natural Philosophy. *Second Half.*—Geometry, Study of Words, Natural Philosophy.

**SENIOR MIDDLE YEAR.**—*First Half.*—Chemistry, Mediæval History, Rhetoric. *Second Half.*—Constitution of the United States, Modern European History, English Literature.

**SENIOR YEAR.**—*First Half.*—American Literature, United States History, Political Economy. *Second Half.*—English History, Geology, Botany.

Upon the request of the parents or guardians of a sufficient number of pupils to render it practical, Mental or Moral Philosophy may be substituted in their individual cases, to take the place of either of the assigned studies for the senior year in the above courses, each study to occupy one half the year.

#### PARTIAL COURSE.

**FIRST YEAR.**—*First Half.*—Algebra, Commercial Arithmetic and Business Law, Natural Philosophy. *Second Half.*—Algebra, Book Keeping, Natural Philosophy.

**SECOND YEAR.**—*First Half.*—Geometry, Astronomy, Chemistry. *Second Half.*—Geometry, Study of Words, Constitution of the United States.

**THIRD YEAR.**—*First Half.*—Rhetoric, American Literature, United States History. *Second Half.*—English History, Geology, Political Economy.

Each week there shall be general exercises in reading, or declamation, spelling and composition, throughout all the courses. Instruction in effects of alcoholic drinks shall be given.

*Grammar.—Practical Grammar Needed.*—The most unsatisfactory study in the schools is undoubtedly grammar; that is as far as any practical result is obtained. The children may make good recitations, but outside of the school it would be hard in a majority of cases to tell who had studied grammar and who had not. It is studied in the first and second grammar schools and in the first intermediate, but that it does not accomplish the result sought, must I think, be evident upon conversation with nine-tenths of our boys and girls. In the first place a large portion of our children never reach the grammar schools. Again, though the scholar learns the rules of grammar, he does not apply them in his every-day conversation. I have known children to say that grammar was their favorite study, at the same time from their conversation, no one would think that they had ever heard of such a science.

*Instruction to begin in the Primary Schools.*—That this state of affairs exists must be evident to all. The question how to correct may be a difficult one to answer, but it is worth trying. The children become used to the bad grammar

at their homes and on the streets when young. The way to correct it is to begin at the same time and the primary school is the place. Until the work is begun there, the present condition of affairs must continue. The most pronounced cases of bad grammar are few, the double negative, the use of the objective case for the nominative, and among those who try to escape this error, the use of the nominative for the objective in certain cases, the use of the pronoun them for the adjective those, and a few similar ones. The worst cases are so few that it will be possible to teach the younger scholars which is right and which is wrong, and more than that, to see that they use the right. So let the teachers once a week, or once a day if necessary, spend a few minutes in pounding these rules into the scholars. Not to try to tell them why this is correct or that is incorrect, but the simple fact that one is right, the other not. I know the teachers now sometimes correct the scholars, but it must be more than that. It must be driven in as the letters and the lines are. The teacher should make a business of correcting every time she hears a mistake, and this work might be advanced by having the scholars always on the lookout also. When this is done and this work continued up through all the schools, even into the high school, I think much good will have been accomplished.—J. P. REYNOLDS, *Superintendent*.

**BURRILLVILLE.—Mental Arithmetic.**—There has been some modification of the method of instruction, which the experience of the year has shown to be decided improvement. At the beginning of the year the committee introduced into all the schools of the town a mental arithmetic at a merely nominal price. The older and the younger scholars have alike been benefitted by it. The primary scholar who could barely read has been interested in it, while it has proved a healthy stimulant to those farther advanced. It has done not a little already to make arithmetic a practical study to our boys and girls. By this arrangement also parents will be relieved of the expense of buying for their children three or four books on arithmetic. We want but two, the *Mental* and the larger *Franklin Arithmetic*. Whatever else is needed in this branch of study can be supplied on the blackboard.

**Geography.**—Geography has heretofore been made in our schools in too great a degree a mere exercise of memory. The child has been required to commit to memory page after page of what seemed to him dry and uninteresting matter. The consequence has been, progress has been slow, and the study, to many, repulsive. There is, however, a more excellent way. Children are always interested in "questions on the maps." To bound countries, to locate mountains, rivers and cities is to many a child a pleasure rather than a task. Why should not teachers take advantage of this fact, and as soon as a child has learned the definitions of geography put him on maps? I have particularly advised this course with younger scholars. In connection with this I have recommended teachers to talk to their classes as they went over different countries on the map, of their general features, their climate, their productions, and the peculiarities of their people and institutions. By questions from time to time they could easily learn whether their scholars understood and remembered what was said to them. I am satisfied from the experience of the year that a class of beginners in geography can learn as much in one term by this method as in two by the old

method of committing the text to memory; and with much more pleasure both to teacher and scholar. I think this is the only way in which a primary class in geography should ever be taught. I am aware that it will impose not a little labor on a teacher. But that is what she is paid for. Merely hearing recitations is not teaching. A teacher is always supposed to impart something to a scholar. If she is thoroughly master of her subject, she will be a living spring where the waters of knowledge will gush up spontaneously. Then there is no trouble in teaching in this manner.

*United States History.*—I have recommended an analogous method in the study of the history of the United States. While the scholar reads over carefully the text of the history, he should study mainly by topics. Every youth of our land ought to be familiar with the leading events of our nation's history; but none should be compelled to commit to memory the unimportant minutæ. In a history class a teacher should be able to give her scholars the fruit of much collateral reading.

*Grammar.*—It is important that every scholar should know his mother tongue, and be able to speak and write the English language correctly. Swinton's First Lessons, which we use in our schools, is admirably adapted as an introduction to grammatical studies. It takes a scholar along so easily and pleasantly that he hardly feels that he is performing a task. We have however no book of like character to succeed Swinton's. I would not say with some of our educators that the "grammar book must go," but it seems rather a hard task for a scholar to memorize "Greene's Grammar." Teachers can do much by oral instruction. Especially should they insist that the English be correctly spoken in the school-room; and parents should do the same at home.

*Difficulties in the way of Good Reading.*—A good deal of attention is paid to reading in all our schools. In some there are very good readers; but this is far from being true of all. I do not know that this is to be wondered at when we consider that our schools are made up of several nationalities. We have the children of the English who always manage to put the "h" in the wrong place, and of the Irish whose "e" is invariably "a," and of the Scotch with their peculiar accent and dialect, and of the French with their nasal, and of the German with their guttural sounds, to which we have nothing corresponding in English. Combine all these in the same class with our native born American children, who were never taught at home to pronounce their words correctly, and we can see what a task a teacher has. Nothing but constant drilling will overcome these unfavorable habits. Reading in a clear, and impressive manner is an art; and like all other arts can best be learned under a good master. We have altogether too much reading in our schools, where the voice is low and indistinct, conveying to a hearer no clear impression of the meaning.—A. H. GRANGER, *Superintendent*.

*CHARLESTOWN.—Abridgment Possible.*—The first introduction of physiology caused considerable discussion. One party advanced the idea that some useful branch of study must be omitted to give place to this work. Whenever the necessity of adding new studies is clearly understood, a proper course will be opened. Many of the common studies, if not all, can be greatly abridged with-

out diminishing the amount of useful knowledge gained. Would the spelling-books of the present day be of less importance to the pupils if the words in them were reduced one-half. Would the teaching of geography be of less consequence, if it were limited to the general principles and to the more important facts that the pupils would be able to retain? Such reduction, when it is judiciously made in the several branches taught, would enable the pupils who attend the common school, (and many attend no other,) to pursue the natural sciences, including physiology, chemistry and botany, which bear directly upon the various industries of the nation, and otherwise tend to promote the general prosperity of the people. The practice of spelling and memorizing words, which the pupils will never have occasion to use when they are out of school, is a needless waste.—W. F. TUCKER, *Superintendent*.

CUMBERLAND.—*Drawing*.—It has been decided that "drawing" shall be introduced as a study in our schools. Whatever may be said of the policy adopted elsewhere, it cannot fairly be alleged that we have too many branches of study in our schools. It has always been the policy of the committee in carrying on the school work, that the time of the pupil should not be frittered away in a variety of studies, in which their attainments are so shallow that their minds gain no comprehension of them, but rather that their attention should be concentrated on a few important branches which will prove of great practical benefit to them when they become men and women. It is because they believe "drawing" to belong to this class that they advocate its adoption as one of the regular studies. No reasonable person can doubt, but that the careful training of the hand and eye which this study is sure to impart, if the right methods of teaching it are adopted, will prove an advantage to our youth in a variety of ways. The love of beautiful forms, and the desire to produce imitations of them, may be said to be almost innate in the mind of a child, and if this faculty is duly cultivated, and the gift stirred up, it will prove a great source of happiness and profit to him in after life. To be sure all teachers are not competent to give instruction in this department, and unquestionably one advantage of employing Normal graduates lies in the fact that they receive a careful training in this branch, and so can teach it to some purpose in our schools. In the Rhode Island School of Design in Providence, gratuitous instruction in drawing is given on Saturday, during the fall and winter months, and some of our teachers have availed themselves thereof.—R. MURRAY, JR., *Superintendent*.

EAST PROVIDENCE.—*Drawing*.—It has been thought advisable to make an experiment in teaching drawing to some extent in our schools, and the sum of \$221.81 has been expended for materials. Teachers and pupils take great interest in this new work, and the results promise to be satisfactory.—*Committee*.

JAMESTOWN.—*Repetition Prevented*.—A course of study has been prepared, and the work of the teacher outlined, so that none may make the common mistake of "beginning all over again" each term. Each teacher leaves a programme of the work done, and the limits, numbers and names of each class, and the members composing it, so that in the event of a change of teachers, the *new one* may take up the work where the previous one laid it down.—*Committee*.

**JOHNSTON.—*Music.***—Some of the districts have made provision for the teaching of vocal music in the schools. We hope that the time will soon come when the town will provide for its being taught in all the schools. Music makes any school more attractive and moreover is a healthful exercise.

***Arithmetic.***—Arithmetic is much better taught in our town than formerly, but there is much room for improvement. Most pupils and *too many teachers* gauge the amount of knowledge acquired by the number of pages passed over. It is a question whether the ability to correctly solve a certain number of problems in square root or bank discount, enables the pupil to apply the principles of those rules in actual life. Comparatively few pupils after passing over every rule in the arithmetic and perhaps solving nearly every example, can *correctly* compute the number of shingles required for a building, the length of the rafters of the building, or the cost of digging and stoning the cellar. Many cannot reckon interest, write promissory notes or even make out and receipt a bill in good shape. No teacher should be allowed to teach unless thoroughly prepared in all the *practical* work of arithmetic, nor should a pupil be given a diploma unless able to pass a *good* examination in this study.

***Grammar.***—Grammar begins to assume a more important place in our list of studies. A few years ago, many pupils were allowed to drift through school without any particular knowledge of the correct use of the English language; they studied grammar or not as they chose. This fault has been gradually overcome and the systematic study of language now begins at an early period of school life and is not dropped until the child leaves school. It sometimes taxes a teacher's ingenuity to the very extreme to thoroughly teach a lesson in language, but the work will pay in the end.

***Geography.***—In geography as taught in some of our schools, the aim seems to be to get through the common school geography and take up physical. Some teachers use Warren's Geographical Questions as the text-book, using the common school geography merely as a reference book. Of course the results are not good. The regular text-book should be required and the question book used only for occasional reviews. Much more attention should be given to mathematical geography, and every district should be required to furnish globes and other necessary apparatus.

***History.***—History needs more attention. "No time" is often the excuse for neglect of history, but in many schools time enough is wasted to give a class in history a chance to recite. Boys and girls cannot be said to be educated who know nothing about the history of our nation.

***Physiology.***—Physiology finds a place in nearly all our schools, although in some cases only through oral lessons given by the teacher. Some of the teachers are very skillful in these lessons and succeed in making them very pleasant and profitable for their pupils.—V. F. HORTON, *Superintendent*.

**NEWPORT.—*Course of Study Revised.***—The course of study has experienced quite a radical revision. The changes made have been carefully considered in conference with several of the teachers. After the classes shall have adjusted

themselves to the new arrangement, the work will be found easier, as well as more profitable. The aim of the revision has been to eliminate those parts of subjects that can be best spared, in order to make more room for the essentials. With the increasing multitude of studies, we must give up the idea of attempting to teach all that can be thought of in connection with any subject, or all that is included in most text-books upon it. Subjects are generally susceptible of division into elementary and advanced portions, of which, if the former are thoroughly taught, the latter are likely to be studied sooner or later.

*Arithmetic.*—In the subject of arithmetic, we have introduced Bradbury's Eaton's New Elementary work, in place of the Practical, for the intermediate and lowest grammar grades, thus securing a large number of fresh, simple examples, together with such a variety of mental ones that there will be no necessity for a special intellectual arithmetic in those grades. Fractions and compound numbers are made much simpler in the elementary book, several comparatively unimportant matters are omitted from it altogether, and it includes a few chapters upon easy percentage. It will enable us to give pupils who must leave school at the end of the fourth grammar grade, as we have not been able to do, a rudimentary knowledge of weights and measures, percentage, and interest. The greatest common divisor and the least common multiple are also omitted as distinct subjects, with the understanding that they will be incorporated into those processes of fractions where they are needed. It would be impracticable to perform all the examples of the large arithmetic during the three years to which it is assigned. The direction upon this point is to perform all the mental, and as many as possible of the written ones. In order to furnish a still greater abundance of mental work, Colburn's Arithmetic is introduced into the third grammar class, Ray's into the second, and Greenleaf's into the first, each to be furnished by the school department in sets and to be used daily to supplement the work the classes may be engaged upon in the written text-book. The subjects in arithmetic which the revised course aims to concentrate attention upon, are the following : notation, numeration, addition, subtraction, multiplication, division, common and decimal fractions, United States money, elementary weights and measures, profit and loss, insurance, commission, taxes, simple and compound interest, partial payment of notes, bank discount, checks and drafts, simple proportion, square root, cube root, and elementary mensuration.

*U. S. History and Geography.*—The subject of U. S. History has been removed from the second grammar class and confined to the first. By way of compensation, geography has been removed from the first grammar class with the purpose of completing it in the second, the elementary book being confined to the intermediate years. Less review work is demanded in geography, and the reviews are so arranged that no examination will cover more than a half year's work. Much of the subject matter of geography after being once read and understood may be allowed to pass out of the mind. If wanted later in life it can be readily referred to. The work in this subject will prove to have been materially lessened under the topical plan of study which has been more fully outlined in the revised course. It calls only for the important facts of the descriptive text. To quote the precise directions, minor details should be omitted

or merely read over. The majority of the map questions are valuable chiefly as search questions to be answered not from memory but from the map as a means of more fully appreciating the statements of the text.

*English.*—In the subject of English, the Graded Lessons heretofore used in the first intermediate, the fourth and the third grammar grades, has been withdrawn from the intermediate, and apportioned to the four grammar grades, the Higher Lessons, heretofore used in the first and second grammar grades, being taken out of the hands of the pupils altogether and placed on the teachers' desks as a reference book with definite suggestions as to its use. The intermediate and primary grades will study the subject of language without a formal text-book, under the direction of the teacher who will have many helps in the way of suggestive books. The revision in the subject of English will afford a decided advantage not only in the way of greatly lessening the text for pupils to study and of saving them the expense of one large book, but also in the way of the more logical assignment which has been made of the various portions of grammar to the successive grades. Certain difficult principles which have heretofore fallen into the work of the third class, as the book was pursued in course, will now be taken up by the first class. Upon the practical side, the use of language, the course was in need of very little revision. A valuable series of critical marks used by several of our teachers upon the pupils' written answers, after the manner of proof-readers' criticisms, has been recommended to all the teachers.

*Reading and Spelling.*—Reading, the chief subject of study and a close ally to language, spelling, which we make most important by our custom of teaching the use as well as the form of words, and penmanship, are each set forth in the course with full suggestions as to good methods of instruction.

*A Danger.*—Dr. Morgan, in opening his recent valuable course of lectures here upon the principles of teaching, remarked that if the suggestions made in our manual were simply followed there would be little need of further advice. The danger is that a few of our teachers may allow many of the directions given to pass out of mind. A good course of study ought to be consulted daily like a calendar or a railway time-table. The teacher who does not know how many supplementary books her class are expected to read, or whether she is required to advance to fifty or one hundred, or whether a large subject before her is to be taught or omitted, is in a frame of mind analogous, except in point of perilous consequence, to that of the engineer on a blind curve, who does not know whether he has the right of way or not.—G. A. LITTLEFIELD, *Superintendent*.\*

*NORTH KINGSTOWN.*—*The "Three R's" not Enough.*—A great obstacle to successful work in our schools is lack of interest on the part of the children, and how to awaken their interest is a problem of no little importance. Those of the children who work in the mills, and attend school only the necessary twelve weeks in the year cannot be expected to have much interest in the school work, for even those who attend school every term are not as interested as they ought to be. They seem to become very tired of the ordinary routine of school life after the first few weeks of every term, and to constantly study and recite the

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\*NOTE.—The course of study for Rogers High School with general suggestions in regard to instruction are found on pages 28, 35, of Newport School Report, 1886-87; for other schools on page 69; also a list of books recommended for course of study on page 93.



regular lessons day after day becomes a burden and a bore to them. Our teachers are generally spritely, and try hard to arouse the children's enthusiasm, but they labor under many disadvantages. In too many instances the teachers fear to make any changes, or introduce any innovations into their schools, on account of the opposition of so many of the parents, who object to anything of the kind. Parents seem to desire that their children be confined absolutely to the "Three R's" and be taught nothing else, "because," they say, "that is what they will need in after life"; forgetting that what the children need for after life is that which will train them to become interested in their work, and to apply themselves always cheerfully to whatever task is at hand. The "Three R's" are certainly necessary, but they are not all there is of importance to be learned, and if something else can be acquired at the same time, which will make them of all the greater use and advantage, why not acquire that too?

*Music.*—I believe that the introduction of vocal music as a required study in all our schools would be followed by results beneficial in a large degree, and would do a great deal toward solving the problem of how to make school life more agreeable to the children. The effect of vocal music upon school children is most marked, and they always return to their work, after a good sing, with renewed life and vigor. Music is of the greatest advantage to all, but particularly to children. It elevates the morals, awakens the emotions, enlivens the sentiments, and many times makes that, which would otherwise be a drudgery, almost a pleasure. Luther once said: "Music is a discipline. A mistress of order and good manners, she makes the people milder and gentler, more moral and more reasonable. The youth must be always accustomed to this art, for it makes good and virtuous citizens." There are few children who cannot learn to sing, and there are none who can sing who will not find life all the pleasanter for it. If music can do so much toward making the children happier, and therefore better, it surely is of no less importance than the "Three R's," and should be taught in every school. It is strange that the importance of music in school work has not yet impressed itself upon the people of this State sufficiently to lead them to demand that it be taught in every public school. Many of our teachers now are not capable of teaching music, but our Normal School should have a department of music, and should refuse to grant a diploma to any one who could not teach the elements of vocal music.—W. C. BAKER, *Superintendent*.

PAWTUCKET.—*High School Work.*—The courses of study are substantially the same as last year, with the exception of the use of a text-book on political economy during the last half of the senior year and a little more extended work in elementary English composition. Occasional lectures have been given on moral science without the use of a text-book. In chemistry more extended work has been done during the last two years than ever before. The pupils themselves perform a large portion of the experiments except where the apparatus is complicated or the experiment is somewhat dangerous. After discussing the important elements thoroughly, they have been able to perform some work in qualitative analysis, going through two or more groups according to the ability of the class. Each year quite a satisfactory number of pupils begin the study of Greek, and pursue the studies of the classical course. During the past year these studies have been arranged in a little more definite form and printed on a slip for school

use. It was found that the somewhat indefinite statement in past years of the requirements of this course, caused much uncertainty in the minds of parents and scholars which could in a measure be removed by the printed statement.

*Drawing.*—In drawing the school has been making progress every year since the subject was introduced, until now the work done is very creditable. Indeed, the work is so advanced that it was very difficult to find a teacher having the other requisite qualifications who could properly conduct this branch of study. In the classical course only two years are given to this subject, but all others continue throughout the course and take elementary work in perspective as well as in shadows, projections, and model and object. The year books of drawings recently completed indicate the character of the work done, and show a very marked progress over past years.

*Grammar Schools.*—In grade I the work in grammar for the year was in Greene's English Grammar, and was more satisfactory than usual. Last year there was some question as to the advisability of using this book, but all now agree that its use has produced good results. A number of books for supplementary work in geography and history have been purchased this year and many more have been taken from the public library. A revision of Warren's Common School geography just made, will give greater interest to this subject the coming year. The third and fourth grades have given more attention to language this year, and have made frequent use of pictures and reproduction exercises for composition work.

*Intermediate Schools.*—Additional copies of Miss Hall's Our World have been supplied for supplementary reading and work in geography. While more attention has been given in this grade to writing, it has been largely in the ruled copy-books. Arrangements have already been made to supply practice paper for additional writing, but teachers are recommended to have a still larger practice. The examination papers of last term in many instances show very irregular, uneven and untidy writing. To remedy this defect pupils should be required to write frequent exercises on paper ruled with single lines. Writing on the blackboard is of advantage in securing evenness and regularity, and furnishes the teacher an opportunity of observing the writing of a whole class at a glance. Some of our teachers have been too sparing in the use of black-board crayon in the past, and have been recommended to be wisely prodigal in this direction.

*Primary Schools.*—During the past year more attention has been given in this grade to the subject of writing. All children have been required to make some attempt on slate or blackboard, and a few teachers have furnished ruled paper and pencils for occasional practice. Arrangements have been made to furnish from the office, paper of suitable ruling and pencils for each child of this grade, that still greater progress may be made in this branch. This work will be particularly valuable for those pupils of this grade over ten years of age who wish to obtain work certificates, as the new Truant Act contains a clause forbidding the employment of "a child under fifteen years of age who cannot write his name, age and place of residence legibly, while the public schools in the town or city where such child lives are in session." Additional material has been furnished to primary schools to serve as "busy-work," in the way of outline pictures to copy. A large variety of embroidery designs for kindergarten work

was purchased and by means of the cyclostyle, Miss Carpenter at the office made a large number of copies of each design, which were then furnished for the use of children in the first and second reader classes.

One serious hindrance to systematic work in this grade is the admission of so many pupils at irregular times during the year, particularly during the summer term, when teachers are preparing classes for promotion.

*Music.*—The committee on music having in view more systematic work, that the department of music might not in any way fall behind other branches in the general improvement of the schools about two months since passed the following votes:—

“1. *Voted*, That the music teacher make a report to the superintendent in writing at the close of each year, to be used in the superintendent's printed report to the school committee.

2. *Voted*, That the music teacher make out a course of study in music, making at least five grades of work, viz:—primary, intermediate, lower grammar, upper grammar and high school. The course should indicate work in readers, charts, scales, and exercise book.

3. *Voted*, That the superintendent be, and hereby is, instructed to visit schools with reference to music and supervise that instruction (under direction of the committee on music) just as other kinds of instruction, so as to secure the proper attention to music on the part of each school and teacher.”

There are some rooms where almost every child sings and does what he is able. There are other rooms where much too large a percentage of the children give little heed during this exercise. With more energy and greater tact and enthusiasm on the part of the teachers much can be accomplished with those who claim that they are not able to sing. All can learn something of the theory of music, and this may be a means of mental discipline no less than several other studies. One has said, “Music has its own disciplinary advantages; it promotes quickness and precision in mental activity; and the study of its principles (often profound, often subtle, and always stimulating the judgment,) has commanded the attention of some men eminent in other departments of science.” The fact that individual work can be made successful was illustrated to me in a recent visit to these schools, where in the lowest primary grade children were called upon not merely to recite in music in answer to questions, but to stand individually and sing difficult intervals as they were called for one by one. In due time this can be attained in any of our schools. It only requires an intelligent knowledge of the end sought, and the exercise of energy and tact in securing that end.

*Temperance, Physiology and Hygiene.*—Before the Act was passed in 1884 some teachers had for a long time given definite instruction in this subject, and all, at least by example, inculcated all the principles intended to be taught under the law. After the formal adoption of text-books on the subject, the teachers were called together, instructions such as were contemplated were given them, and the books placed in their hands. After giving a reasonable time for the teachers to become acquainted with the books and give quite a number of lessons to their schools, all the schools were examined as to what they had acquired. In many cases commendable results were attained, while some teachers had given little attention to the temperance element, and one or two had neglected the work

almost wholly. Another special meeting of the teachers was called regarding this subject, and further definite instructions were given. In addition, Prof. Wilson, of the Normal School, gave the teachers an extended address explaining methods of work, and as a result of this meeting there has been more methodical work done. As only two books were assigned for all the grades, it is necessary for teachers to exercise good judgment in presenting the subject. The lowest primary room must be taught in a manner entirely different from the highest intermediate, though both teachers are furnished with the same book. The teachers have been recommended to give oral instruction weekly and to assign a regular period for it. They were also recommended to question the pupils on the subject-matter taught, and to endeavor to cover the subject as presented in their book during the school year. Thus every pupil who attends the room, though it be for only the twelve weeks required by law, will receive some benefit. If a class remains with a teacher for a second year, she will be expected to present the subject during that year from a somewhat different point of view, or at least in a fresh and interesting manner. Regarding the instruction on tobacco there was some confusion in the minds of many teachers, though they were definitely told that they were expected to give the children "admonition against its use and effects." Indeed, there is too frequent occasion with some of the boys where this admonition needs to be given, and given with an emphasis which will amount to "prohibition" so far as the school premises are concerned. The influence of the teacher can easily be carried outside the school-yard and some change of the pernicious custom of allowing children to smoke and chew can be made for the better. While we have as yet no law on our statute book to prevent the giving or selling of tobacco to children, as they have in one or more other States, the teachers can do much to produce a moral sentiment in the community against such impropriety and harm. Moreover, it is necessary to bear constantly in mind in teaching the use and effects of tobacco, the wide difference in its effects upon adults, and upon growing boys and undeveloped young men.—A. F. PEASE, *Superintendent*.\*

PROVIDENCE.—*Language*.—Careful attention is now given to a correct use of language by systematic training which is most advantageous in its results, and pleasing to the pupil in the methods used. Progressive steps in accordance with the same general plan for the several grades have been adopted, so that the advanced follows the preceding grade in systematic order, and no loss of time is sustained in transition from one grade to the next higher; thus the course of study, which formerly required ten or more years from the primary through the grammar rooms, is now completed by the majority in nine years.—*Committee*.

*Mental Arithmetic*.—A generation ago Colburn's Arithmetic and works modeled after it did a remarkable service. Fortunate were the youths well trained in mental arithmetic. At length the analyses became excessive in formality and wordiness, explanations were memorized rather than understood, and mental arithmetic, from being a help, became a burden, which after some years was dropped, and the combined written and mental arithmetic became the fashion.

\*NOTE.—The course of study for the High School is found on page 57 of Pawtucket School Report 1886-87, and suggestions in regard to course of study for other schools on page 103.

This is still the fashion, but I believe we are wrong in our neglect of mental arithmetic. I have no desire to return to rignarole analysis, but would like to have analytical processes become familiar.

*Re-adjustment of Course of Study.*—Certain adjustments in our schools have been for some time urgent. The course of study which determines the work done by and for the pupils needed to be adjusted to its *time* and *space* relations. My efforts thus far in this direction have mainly been to secure true time relations.

Our work is divided into half year portions, and promotions are made semi-annually in all grades below the highest grammar, in which and in the high school classes promotions are made annually. This arrangement has been long established and is probably the one best adapted to our system of schools. It should therefore be taken as a standard fact, and other arrangements be made to conform to it so far as practicable.

As a matter of fact, the school year consisted of three terms of sixteen, twelve and twelve weeks respectively, and promotions were made at the end of the first and third terms. This gave classes alternately sixteen and twenty-four weeks in which to do a half-year's work. Teachers by experience learned to adjust their work to this condition of things by crowding one class on, and letting the other go more leisurely, by going a little beyond the course with one class, and falling behind it with the other. To remedy this, a change in school terms was made, reducing the number to two of twenty weeks each, corresponding to the course of study and the grading of pupils.

The efforts that have been made to secure a more uniform and rapid progress of the pupil through the grammar grades have met with less objection than was anticipated. The interest of the teachers is apparently against this movement. The longer pupils are kept upon a particular portion of work, the better, within certain limits, the pupils will do that work. If pupils exhibit greater readiness and knowledge, the teacher will receive more credit. This is so simple and evident that only the complaints of parents, the "move on" of the system and the conscientiousness of the teachers, regardful of pupils' interest, afford any remedy.

*Too Much Teaching.*—The constant tendency of teachers is to teach too much. We see this in the ever increasing demand upon pupils, the extension of the courses of study by the addition of new topics or the fuller development of old topics. This proceeds until the overloading becomes too evident, and then a demand for more time is made. When all the time that can be had is gained and the load is still too great, relief is sought by readjustment and elimination. This readjustment and elimination is now in process.

*Expensive Aids.*—We are reducing somewhat each year the number of rooms in which two teachers are employed with no recitation room attached. It costs at least 50 per cent. more per pupil for teachers' salaries in these double rooms, and the work is not more than 75 per cent. as efficient; so that for the work actually done, the double room plan is twice as costly as the plan which affords to each teacher a proper place in which to hear her classes.

*Poor Arrangement.*—Our school curriculum extends over thirteen years. Three of these years are assigned to the primary, two to the intermediate, four to the grammar, and four to the high school department. The primary and

intermediate departments comprising five years of school work and sixty-three per cent. of our pupils, are usually assigned to the same building. It is the policy of the city to build for this class of schools four-room buildings. To put pupils of five school-years, or ten grades, into four rooms and have them arranged for the best work is a mathematical impossibility. There will be in two rooms two grades each, and in two rooms three grades each, or some arrangement worse than this. Now I do not object to four-room buildings; light, air, economy and conveniences are well secured by them; but the grouping of schools and the building of houses show no indication of a unifying thought.

It seems to me that the right way to do is to begin with the lowest room and arrange therein so many pupils as can be properly taught, to take the pupils more advanced and put the proper number into the next room, having a regard to the grades in which they must be taught, and so on until all the pupils have been provided for or the house is filled, in which latter case the remaining pupils, who are the older ones, must be provided for somewhere else. The distinction between primary and intermediate schools is a useless and often inconvenient one. It is the interests of the pupils and not the completeness of a system that should be regarded, and our system ought not to raise barriers in the way of putting into any available school-room, under any suitable teacher, so many pupils as can be rightly instructed together.

*Geography.*—No work in our schools is upon the whole better done than the work of geography. Our teachers make this an interesting subject, full of information, learned by such methods as to give real culture.

*Language.*—In language, by which we mean training to the use of words in speech and writing, we have made good progress, particularly in the lower grades. The little folks are now systematically trained to forms of speech which tend to establish the right habit at the precise point where error most often creeps in. Our primary and intermediate pupils have become critical of their own and each other's speech, and even teachers and visitors occasionally have their mistakes corrected. We are only on the threshold of this work, and have much to learn as teachers and much to do to train our pupils to correct and ready speech with tongue and pen; but a general enthusiasm for improvement prevails, and much admirable teaching is being done.

*Reading.*—Reading is not as a whole well taught among us. The utterance of pupils is often indistinct and even uncouth, stumbling over paragraphs from which no thought is gained. Time and increasing familiarity with present requirements will make it easier to carry the present load of work and to save some energy for the better teaching of the master art of reading.

*Drawing.*—Drawing appears to have had its ups and its downs in our schools. Misfortunes have attended its development. It seems that we are now making good headway. This is too important a subject to be tossed about and fostered occasionally. It ought to stand on the same firm foundation and have the same liberal support that music has with us. It is as difficult to teach drawing as music. A corps of teachers will teach music without special direction just as well as they will drawing. We need just as much special teachers of drawing as we do of music, and without them our work in drawing is in the same condition the work in music would be without the special teachers.

A large western city with which I am acquainted becoming straitened as to its

funds for schools, and being obliged to retrench, dismissed its special teachers of music and kept two teachers of drawing. This was wise. Music was better established than drawing in the knowledge and skill of the teacher. With us the music in our schools is a matter of just pride. Every one takes an interest in it; all approve it. It has been well managed and liberally supported, and its gratifying results are manifest. In due season the same liberal and wise policy would bring results in drawing, equally valuable to the pupils, and satisfactory to the public.

*Special Teacher.*—In December last a special teacher of drawing was elected. Her time has been spent almost entirely with the primary and intermediate grades, for here her labors are most needed, and a beginning is best made.

*Collateral Work.*—The work has been undertaken not merely as picture making, but as an educational instrument in close relation to the other subjects of study, and has included modelling, cutting and folding. The use of scissors in paper cutting may seem to many mere child's play, a laborious way of doing nothing. But such do not consider the purpose of this work.

Paper cutting as an end is no part of school work; but only as a means of rendering the pupil's ideas of form and size more clear. To merely see a thing does not give, particularly to a child, so clear an idea of it as to see it and to handle it.

*Need of Muscular Training.*—The first education of a child is a muscular one, to stretch out its arms, to clasp with its fingers; later, to stand, to walk, to run, to ride, to fence, to skate, to dance, to write, to draw, are acts more or less valuable in themselves, but all serviceable to give the youth control over himself. Mental self-control follows muscular self-control, and is a natural outgrowth and sequence of it. Hence, when we put the clay, the scissors, or the pencil into the pupil's hand, we do it partly that he may obtain clearer ideas of size and form, with power to express them visibly, and also to assist him in acquiring power over himself, to rid his fingers of their thumbness, and make his hands obey his decision and accomplish his purposes.—H. S. TARBELL, *Superintendent*.

*Mechanical Drawing.*—During the past year there have been two classes in mechanical drawing at the high school, each devoting two hours per week to the work. The only radical change in the method previously adopted has been to establish a more thorough course with more individual work. The students have not been required to do so great a variety, but to perform the work in a more careful and intelligent manner, thereby better preparing themselves for advanced drawing which shall be of practical value.

Until such time as students shall enter the high school with the preliminary training which has been inaugurated during the past year, in the primary and intermediate grades, no very advanced work can be effectively performed. I desire to call attention to the great importance of this elementary training in primary and grammar schools, as preparatory to the work which should be done in the high school, and such as is done in similar grade schools of the cities about us.—G. C. ANTHONY, *Teacher*.

*Primary Course in Drawing.*—The primary and intermediate course in drawing for the past seven months has been considered under three heads, viz: construction, or the facts of form; representation, or the appearance of form; and decoration, or the ornamentation of form.

The pupils begin the study of drawing from geometrical solids, by handling and seeing models, by moulding the same in clay; they study the surface, faces, edges, and the facts pertaining to them. These facts or working drawings they make upon the board or paper after the "work shop method."

Decoration, as construction and representation, is begun in the lowest grades with stick and tablet laying for borders and arrangements about a common centre, these same forms or units are afterwards cut from paper and pasted upon some geometrical form of a contrasting color. These units are modified by slight changes in outline and re-arranged in other forms. These lessons are followed by designs from natural forms in clay. As soon as the child has a thought to express in regard to this study, he is able to express it more intelligently with crayon or pencil than by language. Why should not drawing be made the means of expression of thought in *all* studies?

*Drawing, Brain Education.*—Drawing does not mean, as many suppose, a mere training of hand and eye. It means *brain* education. The manipulations that are used in connection with drawing, such as moulding, stick and tablet laying and cutting—undertaken for other purposes—constitute a direct preparation for systematic manual training. They habituate the child to contact with, and skillful use in material things, and when this is fully understood and these manipulations are wisely taught in our schools, the too common criticism of the past that our schools lead children to despise labor will be no more made.

*Not an "Accomplishment."*—Drawing, when first introduced into the public schools, was regarded as an "accomplishment," a luxury to be enjoyed by a few. The supporters of such a belief at the present day could only be classed with the ignorant, for instead of a luxury for the few it is now demanded as a necessity by the many—it is the key to all our trades and manufactures and is used in common by all people. In encouraging and promoting this study in a city preëminently manufacturing in interest, the benefits derived therefrom are as great to the helper as the helped. It is like bread cast upon the waters.—ABBIE M. WHITE, *Teacher*.

*SITUATE.—Improvements Demanded.*—Too little attention is paid to teaching the first classes in reading. The smallest children should in the commencement be made to carefully inflect and modulate their sentences. The time to make them good readers, if ever, is then. This requires the utmost patience and perseverance in the teacher but can be done with the requisite amount of efforts. In this way more interest and a desire to proceed will be aroused in the youthful mind. The studies of geography and grammar might be made more interesting and practical. To do this the most advanced methods and aids should be used. Careful drills and work at the blackboard are needed in arithmetic, and history should be taught well, chiefly by leading and important facts. Physiology is too much neglected and does not receive the attention its importance demands. The correct pronunciation of words is very important and should be enforced in every possible way, by careful correction and reference to the dictionaries.—B. ARNOLD, *Superintendent*.

*TIVERTON.—Need of a Course of Study.*—Last year regret was expressed at the want of "a uniform course of study and a unity of system." No progress has



been made in this direction; but the need is more deeply felt and the matter must soon occupy the attention of the committee. The modern idea of common school education—an idea which we owe largely to Martin Luther—is that it should be free to all, and that each child by slow but certain gradations, should receive the best education possible. On this basis it seems important that a suitably graded course of study be marked out; which will make the work of teachers and scholars at once easier and more thorough, and will prepare the way for the higher schools to which our young people may wish to go. At present there are three scholars from Tiverton in the Normal School. For such advanced schools, the course of study should furnish thorough preparation.

Various efforts are made for the encouragement of learning: the truant officer uses the force of law to compel the absentees to come in; the teacher employs a discipline more or less severe over those who do come; some advocate furnishing books free, so that all may learn the prescribed lessons, and we think well of the plan; but of equal value with these and other incentives to study is the orderly arrangement of the studies themselves, and the progressive advancement of the pupils in the same. We have said that this would make the way easier for the pupils. An eminent writer has declared, "It is no good to teach what is not remembered; the strength of memory depends on attention; and attention depends upon interest."

It is necessary then to prevent monotony and wearisomeness in a child's studies, to make the way interesting, and this will be accomplished, at least in part, by such a graded course as will open before the faithful scholar new prospects, and lead him to higher attainments.—*Committee.*

WARREN.—*Primary Arithmetic.*—In the primary grades the work in numbers is rendered much less irksome than formerly by leading the little minds to see the practical application of the simple facts they have acquired and to realize that their figures have to do with the things they see and deal with in their every-day life. There is no department where a given amount of money can be expended in simple devices for illustrating the work with greater proportionate return. So also there is little danger of multiplying these simple means too much provided the teacher is able to use them with a wise discrimination and in proper proportion. The young mind needs to be kept on the alert by frequent change, not so much in the substance of the thought presented as in the variety of ways in which it is brought forward and enforced. Here, quite as truly as anywhere, change is true rest. The arithmetic has gained in interest here also by a larger use of simple practical problems such as the child might need to use in his daily life.—W. N. ACKLEY, *Superintendent.*

*Geography.*—Geography is rendered attractive by suggestive historic facts or by illustrations showing how every part of the world has to do with every other, especially in the way of provision for man's daily wants. That class-work also which, in effect, takes the children on a journey, rather than confines their minds to the dreary work of memorizing indifferent localities and rehearsing facts that to them have no local definiteness or apparent bearing upon the world with which they are familiar, must prove not only vastly more attractive but also more effective and capable of lingering with them after they have left the formal study of the subject.

**WARWICK.**—“*Language Lessons*’ no Substitute for Grammar.—A few years ago the cry was: “too much technical grammar, and too little language teaching.” In this town, various text-books on language lessons and diagramming were introduced, and the more substantial works of technical grammar were discarded. The language lessons gave pleasure to the younger pupils and diagramming soon became only a pleasurable exercise without solid results. It has been noticeable that when the older pupils went out from our schools, many were found who were not thoroughly versed in the general principles of grammar. The subject had been so diluted in the new text-books that when the series was completed the pupils were often found to be lamentably deficient. When such pupils took examinations for higher schools, or for positions as teachers, they were not well grounded in this much abused study. On inquiry we find that other towns have had a similar experience. We suggest the continuation of language lessons for the younger pupils, and later, if possible, Greene’s English Grammar.

**Algebra.**—Its object is to enlarge the mathematical knowledge of the pupil; to give practice to algebraic operations and strictly deductive reasoning; to give precise expression, and to strengthen the power of mathematical generalization. As most of our pupils never reach the higher grades, all studies pursued beyond the common school course are so much in their favor.

**Advance in Geography.**—There has been a decided advance in the methods of teaching geography and history in the most of our schools. The old practice of crowding the memory with dates, details and descriptions has been abandoned. These studies are now generally taught from blackboard maps drawn by the pupils, and a brief outline only is attempted. During the first term of the year, Asia was assigned as a term topic for all the schools. The second term, Africa was the topic, with essays upon “The Nile river and Nile countries.” The third term, South America was the topic, with the “Amazon river and its tributaries” for essays. The fourth term was a general review. Essays were furnished the superintendent, and one of the best from each school was published in the columns of the “Gleaner.”—D. R. ADAMS, *Superintendent*.

**WESTERLY.**—*Reading.*—We have given special attention the past year to reading. We have found that the reading is generally too monotonous, indistinct, and inexpressive. To break up monotone and other faults in reading is no easy task. We believe one good method in accomplishing it, is to make the pupil *talk* a sentence to the teacher until he expresses it naturally; and so through a whole paragraph. The scholar should be trained to grasp the thought of an author, and try to express it correctly. It is much easier to prevent faults than to correct them, and therefore the teacher should take great care and pains in teaching *beginners* in reading. Those learning the alphabet should be made to express the letters naturally, distinctly, and smoothly. The same care should be exercised in the expression of the simple and easy sentences of the primer. By the time the pupil is in the second or third reader, he has become established in the elements of good reading, and is prepared to apprehend the principles of elocution and be easily trained in the art of expression. Good reading is a fine acquisition, and more pupils can possess it by careful instruction and training by the teachers in our public schools.

**Mental Arithmetic.**—I have been greatly pleased with the revival of mental

arithmetic in some of our schools. The quick and accurate work of the boys and girls in mental arithmetic exercises is wonderful. These exercises sharpen the intellect, and give a mental grip and vigor greatly needed. We trust this revival and good work begun will become general in all the schools.

*Penmanship.*—There is need of greater interest in teaching penmanship. We believe it should be taught in our public schools *as a system*, and not something to be learned by imitation. Writing from printed copies often leads to a coarse and bold hand by ladies, and the lack of a free, easy, and graceful style by all. A good blackboard, a good system well understood and applied, and thorough drill in holding a pen, are, in my judgment, better means for securing good penmanship from the pupils than copy books.

*Spelling.*—There should be a more thorough drill in spelling, both by the oral and written methods, in all the schools. We believe there should be a reform in the spelling of a great many words; yet as they are, the pupil can learn to spell them correctly. It is a blemish on one's education to be a good scholar in the sciences and languages and be a poor speller, and it shows a great defect in one's early training.

*Compositions and Declamations.*—In all the schools, compositions and declamations should constitute a part of the exercises, which should not be optional but required. The pupils of suitable age should be trained in correct, easy, and elegant expression of thought, and trained also to be independent, vigorous, and clear-headed thinkers. In the vocations of life, the requirements of society, the duties of citizenship, and the positions of honor and trust which one may be called to fill, it is an important requisition that one should be an easy and ready talker, and a writer correct, concise, and elegant in diction. While it is more natural for some to be fluent speakers and ready composers, yet great power of speech and expression of thought are attainable by earnest effort, frequent exercise, and good training. In the common school much can be done to start the pupil in securing so important an attainment.

*Geography.*—In the study of geography, we believe it to be a great error in education for a pupil to be well informed in the geography of Europe or Asia, and to be ignorant in the geography of his own town, county, and State.

*Too Much Hurry.*—In all the studies pursued, we believe there is a tendency to go over too much ground in a term. There is a hurry and a rush that is detrimental to thorough scholarship. There is just so much which must be done in order to pass to the next grade. There may be *too much* to be thoroughly done within the time required. In many a school curriculum there are some studies which should be studied longer than the time which is given them. There is time given for only a superficial knowledge of the subject pursued, when a more thorough understanding of it should be obtained. In the curriculum of studies in our high and graded school, we are convinced that instead of its being extended it needs to be revised and diminished, in order that some branches may be studied longer than they are, and thoroughness shall not be sacrificed by rushing over too much ground. In true education and mental discipline, a *thorough knowledge of little* is of more worth to the student than the *superficial knowledge of many things*, and this holds especially true in right preparation for the work of life.—O. U. WHITFORD, *Superintendent*.

**WOONSOCKET.—French.**—The pupils learn not only to read French, but to speak it. Scarcely a word of English is uttered in the recitation room, and the student is compelled to be attentive and quick to catch the directions and explanations given. French as usually taught in high schools is a language by itself, understood only by teachers and pupils. Educated Frenchmen have commended in the highest terms the pronunciation and translation of the language as taught in the high school, and we can now congratulate ourselves that studying the language means learning it, and that a two years' course in French will enable our children to read easily and converse readily.

**Civil Government.**—A dozen copies of Miss Dawes' "How We are Governed," have been placed in the high and grammar schools. This is a most excellent book and ought to find a place in every school-room. The State does not educate its thousands of children from philanthropy, but from motives of policy. Is it not a strange policy that permits the child to grow up ignorant of what a State is, ignorant of his relation to the State, and of his duties as a citizen? I believe that much of the corruption in our politics to-day is traceable to the lack of instruction on this subject in our schools. The rights and obligations of citizenship are imperfectly understood, and the youth grows to manhood careless of his privileges and negligent of his duties. Among all the pupils only 30 have studied civil government during the past year. I am of the opinion that, in the high school, this should be a required study and that even in the lower grades pupils should be taught the simpler facts of political science. No knowledge they can acquire will be of more practical value or of more general application. The people, so long apathetic on this question, are awakening to its importance and demand a place for political knowledge in the schools. The State of Maine has recently made it a duty of teachers in the public schools to examine all children over 14 on the Constitution of the United States. In regard to how much should be done with the study of political science a prominent educator has said: "I cannot doubt that it would be practical to proceed with it as thoroughly as you would with geography and history. There is no study, no department of learning, which is considered completed at school. We would not and we could not exhaust political science in school or college."

**Thorough Work Demanded.**—Three-fourths of our school children are under 12, and the only education that a large per cent. of them will ever get will be in reading, writing, and arithmetic. Whatever other studies are added to our course of instruction, we certainly should do thorough work in these. That we fail in some particulars is due partly, perhaps, to lack of care on the part of teachers, partly to a lack of consideration on the part of authorities of what the child needs and can use in after life.

**Reading.**—The casual visitor may detect that we do not accomplish satisfactory results in reading. Lines are read, but the sense of the author is not expressed. Words are omitted or substituted. The articulation is faulty, or the syllables are inaudible or too rapidly uttered. These defects are not confined to any one school, but may be found in all. In fact, during my short experience I have found the best reading in some of the primary rooms. We do not expect elocution, but we should attend unceasingly to these minor details of position and utterance, without which good reading is impossible.

When the mechanical parts of reading have been mastered, in all future lessons they should be carefully observed. The pupil must understand what he is to read. The lesson must be studied for the thought and expression. If the lesson is too difficult for the child's comprehension, let a simpler one be substituted. It is to be remembered that no child or adult can read well what he does not understand. It is useless to have a child read a book through time after time until he knows it by heart, and it is unwise to advance from one book to another as fast as the pupils can read through them. Our high grades need more books and our primaries less.

Some supplementary matter could be profitably used for sight reading, to test the pupil's vocabulary and his proficiency in the art, but it should be used in connection with the regular text-book and not as a continuation of it. I am inclined to think that in primary schools a vocabulary of 200 or 300 words might be taught to advantage from the blackboard before any book is used. This would secure attention and interest, and encourage the children to talk naturally and about what they understood.

*Arithmetic.*—The teachers are following the prescribed course, but a great amount of time is spent upon problems and rules that the pupils will never be called upon to solve or use in after life. To-day they can work out fractions doubly complex, obtain the fourth term in compound proportion, and find the compound interest of any sum for any number of years. This may be an excellent mental training, and I have no doubt it is to some extent, but do our children obtain thereby that facility with the fundamental rules and with every-day problems that their place in life will require? I venture to say that not one business man on our streets has performed any of the operations indicated above for the last ten years. Why burden the child's mind, then, with this useless lumber? Mental arithmetic is crowded out; if taught at all, it is at irregular intervals and not as a part of the daily work. I am not of those who advocate an entire change in the course of public school studies, nor am I so conservative as to believe that the old can not be improved.

Woonsocket is different from most towns in its school population. The average school life is extremely short, and ought we not to consider more the wants of these working children and carefully omit from their studies what will be of no use to them? Arithmetic is not the only important thing to be taught; there are other branches which would be of equal advantage, and with the non-essentials in arithmetic left out, these could be made a means of mental training and would contribute to the sum of desirable and useful knowledge.

*Grammar.*—Our schools are doing better work than ever before. The recent change in text-book was a decided improvement. The pupil is required at the outset to put in practice what he learns. He constructs sentences, takes them to pieces, considers their parts and relations, attends to the punctuation, and step by step advances to the art of speaking and writing in a proper manner. Parsing has been considered the correct way for the last hundred years, but the fact that our children did not become good grammarians was only too apparent. Practice makes perfect; as true in grammar as in anything else.

The teacher should not only be careful of her own speech, but should be equally careful of that of her pupils. Children should be required, as soon as

they can write, to express their thoughts on what they see or hear. They should be told where to use the capitals and the period, and their attention should be called to these points in the reading lessons. For older scholars composition and letter writing should be frequent exercises. They need not be long or formal—the reproduction of a story or the development of a poem, anything to cause them to express their thought and increase their vocabulary.

“The pupil must acquire a large vocabulary; he must master this vocabulary so that each word has a clear, definite meaning to him; he must attain perfect command of it, so that he is never at a loss for the right word; he must learn correct forms of speech and become so accustomed to their use that they are as natural to him as slang and bad grammar are to the untaught; and he must gain such command of the various forms of expression that he naturally talks in clear, forcible, and if possible elegant language.”

*Music.*—At the beginning of the Fall term Mr. F. A. Lyman entered upon his duties as special teacher of music. Half an hour's instruction is given to each school during the week, and fifteen minutes a day is taken by the teacher in practicing the lessons designed. The work has been both profitable and pleasant. The teachers speak in the highest praise of the results, and the children have indeed made quite surprising advancement in reading music. I have heard nothing but commendation from the parents. Children who were supposed to have no taste for music have developed considerable aptitude for it. Experiment has demonstrated that nine out of ten can learn to sing if they are given the proper instruction. Out of more than 400 scholars to whom Mr. Lyman gave a written examination, not more than fifty said they did not like music, and even these obtained a good per cent. on the paper given. I have been present at some of the lessons and have been surprised at the proficiency of primary scholars in this study. Individuals were called upon to read the chart, to sing exercises in different keys, which they did without hesitation and to the satisfaction of the instructor.

Children delight in singing. A wearied, listless school is roused into life in a moment by the stirring words and music of a song. They go back to their work with new ambition and energy. This is the every-day experience of the school-room. There is something in music which encourages, ennobles and refines. But possibly the expenditure of the public money could not be justified for this reason. Music might be called an accomplishment, a luxury, for which the individual benefitted should pay. But when it can be shown to be a disciplinary study, surely it is entitled to as prominent place in our course of studies as some that are already there.

“Music has its own disciplinary advantages; it promotes quickness and precision in mental activity; and the study of its principles (often profound, often subtle, and always stimulating the judgment) has commanded the attention of some men eminent in other departments of science.”

The introduction of music has brought nothing with it but good. The work in other branches is improved, the discipline is better, the homes of the children are made happier.

*Report of Teacher.*—The plan of study which I adopted was the so called Normal Music Course by John W. Tufts and H. E. Holt, which, although it is a

comparatively new system, is rapidly gaining superiority over all others in use either in Europe or America.

Many people imagine that little children cannot be taught to sing, but only pupils of more mature years or those having a natural inclination for it. I hope that I have been able to demonstrate, in the short time of less than a year, that exactly the opposite is the case; and instead of its being a hard and dry study without interest, it is really a source of great pleasure, as well as a means of developing the mental faculties of the children in a manner that equals, if not exceeds, any other branch of study. In following out the plan of study carefully it produces a gradual growth of the mind and body.

Seventeen Normal music charts and about 20 modulators were first procured as material with which to commence work. It was thought best to get them all of the first series, for the reason that all the schools were at the same level as regarded a knowledge of music and hence all needed to begin at the very foundation. All the teachers, with but one or two exceptions, were immediately put at work teaching this branch every day, for which fifteen minutes were allowed, and I am glad to say that as a whole they have done excellent work. This is where one of the great benefits comes in from studying music. A few minutes judiciously used each day is far better than an hour or more once in a week. I have tried to impress teachers and pupils with the idea that each one is responsible for the general results obtained, and accordingly have required every pupil, with the exception of those in first grammar and high school, to sing alone, thereby making them conscious of the fact that music is a study like other studies, and not simply a pleasant pastime to be indulged in or not, at the will of those concerned.—F. A. LYMAN, *Teacher*.

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### SUPERVISION.

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CUMBERLAND.—*Blank Forms*.—It was voted, "That the clerk be instructed to procure 500 blank forms for the use of the several districts in making out bills for teacher's wages, building fires and sweeping; that all persons having bills to come before the board be requested to use said forms; and that the bills be made in duplicate, the original to be retained by the town treasurer, and the duplicate by the district treasurer." It was further enacted that the superintendent be authorized to have a hundred schedules printed containing the names of the committee, the amount apportioned to each district for teacher's wages, taking care of fires and sweeping and stating the several items that will be allowed under the head of incidentals. These schedules are designed for the use of the district officers, and it were to be wished that some of the trustees would scrutinize these items more carefully than they sometimes do, for it occasionally happens that bills will be brought before the committee for articles not on the printed schedule, which bills the board cannot allow.

*The Proper Making Out of the Term and Yearly Returns*.—We wish to call the attention of teachers and trustees to the making out of the term and yearly returns promptly, fully and correctly and sending them without needless delay to

the superintendent. A little painstaking on the part of the teachers, and the proper keeping of their registers, will enable them to answer all the questions without difficulty.

Again, some of the trustees in making out their part of the report, seem to fancy that all they have to do is to sign their name to it. They make no financial statement, and no answers are given to the questions whether there is any balance in the district treasury, whether the district is in debt, how much has been expended on repairs, the value of school property, and so on. We allude to these things, because exactness and fullness of information is what we especially need in regard to the condition of the schools. Furthermore, as a reason for promptly making out the returns and at once sending them to the proper person, the statute says that this must be done, and the return sent to the committee before the teacher can lawfully draw his pay.—R. MURRAY, JR., *Superintendent*.

EXETER.—*Supervision*.—The office of superintendent in our country towns is the most important of all who bear any official relation to the schools. Upon the proper discharge of the duties which in theory belong to his office will depend their success in giving anything like a proper return for the money expended. In theory the superintendent is the first or head teacher in the town, and the utility or value of this officer can never be fully felt or recognized until there is a practical working of the theory. To accomplish this he must give to the duties of the office much more of his time and thought than it has been accustomed to receive. In the language of another, "the obstacle to this needed reform lies in the unwillingness of the towns to provide anything like an adequate compensation for the labor required. When a man is not receiving enough now to even make good the losses and expenses incurred in the discharge of his school duties, he cannot be blamed for hesitating about entering upon greater expenditures of time and money unless he can be assured of a proper recompense." Even now much of the superintendent's time and thought must be given to school matters in addition to simple visitation. There are reforms needed in the conduct of our schools which no one can produce but a superintendent who can give to it the requisite time and attention.—J. H. EDWARDS, *Superintendent*.

NEW SHOREHAM.—*Wages*.—Let the school officials be paid, not an exorbitant, but a fair, price for the time necessarily consumed in attending to their official duties; for it may be assumed as an axiom that whatever work any man or body of men who is able to pay, secures gratuitously will be worth what it costs, that is—nothing.—C. E. PERRY, *Superintendent*.

NORTH PROVIDENCE.—*Determination of Salary*.—In regard to the matter of salary of the superintendent, we concur in what the commissioner says, viz: "I am also firmly of the opinion that the question of fixing the compensation of the superintendent of the schools should be given to the body who elect him, who determine his duties, and who have entire control of his labors. The superintendent is in reality but a "head teacher" and of the money raised for the support of schools no part could more directly benefit the pupils than that which should be paid to a good superintendent."

Unfortunately our school laws do not leave the matter with the committee, yet we trust that the electors of this town will allow them to decide upon the



amount that shall be paid, the same as they are allowed to do in respect to the hiring of teachers. All must agree that it is the poorest kind of policy, to settle the matter of what shall be paid, before it can be known who is to serve and what quality of service is to be had. We urge the electors that whenever they are choosing members of the committee they will not allow themselves to be politically influenced against the best interests of their children and the town, but that the only object shall be, to obtain the best men for the position irrespective of party or party obligations.—*Committee.*

PROVIDENCE.—*Supervision by Principals of Grammar Schools.*—One of the most important matters is that of the proper supervision of the schools. An intimate and definite knowledge of the amount and quality of the work done by the teacher, and progress made by the scholar, is of the very first necessity. The visits of an efficient superintendent should be so frequent that he may be always informed of the exact status of each school, and hence be able to render counsel, assistance and suggestion as often and at the time when needed. It is instantly apparent that no one superintendent can visit 286 school-rooms and confer with 363 teachers in the field of their labor, with any degree of frequency. An attempt has been made to obviate this difficulty by a plan of supervising work in which the principals of the grammar schools, under the direction of the superintendent, have acted as assistant supervisors.

To each principal has been allotted an equal number of the primary and intermediate schools to be under his special care. These schools are visited once in two weeks and the work so done has been by request, and the powers delegated have been suggestive only. While there is no doubt of the good effect of this plan in some cases, it is clearly apparent that the entire time of the principals is required in their own buildings. It is worthy of serious consideration whether the time has not come for provision to be made for a suitable number of assistants to the superintendent, who shall under his direction exercise that constant, thorough and complete supervision, which the importance, size and cost of the public school system of this city now requires.—*Committee.*

On the first day of October last, the committee on qualifications, after considering the question at five meetings, passed the following resolution:

"The superintendent is authorized to employ the time of the masters of the grammar schools of the city during school hours in supervising, under the direction of the superintendent, the instruction in the intermediate and primary schools."

This was passed without dissent though with considerable misgiving on the part of some members of the committee. This is a movement so novel in this city, so far reaching in its consequences, so fraught with good or evil that it is worthy of careful consideration.

It is too early to say more about it than to tell what the plan is, and what is hoped from it. It may be well in the first place, to prevent misunderstanding, to say that the scheme is not some newly imported notion. It is a growth of the conditions here, long in coming to the light.

It is not designed to make easier the work of the superintendent. His hours of work will be as long as ever, and his care, responsibility and anxiety greater. It is

not to make lighter the tasks of the grammar masters. To them it means new work, added care, more points to study. It gives them no more pay. The question of pay is in no way concerned with these labors except in the most indirect manner. It does not directly give them more power, because it is understood that they have no authority to give any directions to intermediate and primary teachers. For effectiveness they can only rely on the apparent wisdom of their advice and the general disposition of the teachers to do what is asked of them.

It is not—and to this I call attention—it is not a supervision of the schools in their own districts. Though most of the schools in any district are visited by the master of the grammar school to which pupils are sent, yet this is so not because they belong to his district, but because it is most convenient as to distance that he should visit these schools. Exceptions, by interchange of schools, are made to prevent the district idea obtaining ground; and to still further guard against this idea, it is proposed to consider all assignments temporary and subject to variation. Neither is this supervision to be of the miscellaneous character which seeks to "introduce excellencies and remedy defects" as opportunity may offer. It is, rather, a regular visit once in two weeks upon a fixed programme to each room in the schools assigned, to observe the work, to instruct and examine classes in the particular subject which may be agreed upon for the simultaneous work of all the masters. The purpose is to have a meeting of the grammar masters with the superintendent once each week to discuss principles and methods of teaching, and to lay out the work to be attempted in the fortnightly rounds.

The schools have been so assigned that each master, by spending three afternoons per week outside his building, can meet for a half hour once in two weeks each of the intermediate and primary teachers in the schools of which he has charge. Two afternoons per week are allotted to his own building, while his forenoons are spent in teaching in his own school or in the other duties of a principal.

The main difficulties in the way of this system are personal. Its success presupposes good management on the part of the superintendent; skill, devotion, courtesy on the one side, and loyalty on the other, on the part of the masters; on the part of the teachers, readiness to profit by advice proffered, or example given. But if by good fortune and good sense these all concur to one end, the great profit of the schools must result.

Indeed, this movement will in that case be the beginning of an advance, marked, substantial and continuous, all along the line of school work below the high school. Unity of spirit and management will prevail. The best methods will come prominently into view. Foolish hobbies that might flourish in the seclusion of independent action will hide from the light of constant and free discussion by intelligent men. Converging thought upon a single subject of study, and analyzing this until all find the succession of the units to be presented, will enable the best thoughts of each to become the possession of all, and the supervision will be constantly at its best.—H. S. TARBELL, *Superintendent*.

**SOUTH KINGSTOWN.**—*Significance of the Salary Question.*—The question of salary has a significance beyond the mere bread and butter aspect, although that

is important and easily understood. The money that comes to a man through the discharge of the duties of any public office is, or ought to be, the measure of his worth to the community he serves. An unchanged salary is usually considered an endorsement, an increase a mark of approval, a decrease a token of disapprobation.—A. W. BROWN, *Superintendent*.

WOONSOCKET.—*Resignation of Rev. C. J. White*.—At the end of the Fall term Rev. C. J. White resigned the office of superintendent. He has had charge of our schools for the past fifteen years with short intermissions. The enactment of the truant law and its enforcement in Woonsocket are largely due to his efforts. He has again and again called the attention of the people to our lamentable neglect of educational advantages. Until within a few years, more than one-third of the children of school age did not attend school a single day throughout the year. During the last year of his administration the per cent. of such children was reduced to almost nothing.

He has a high standard of excellence in all that pertains to schools and school work, and has brought the whole town up to a higher level, to a greater love and appreciation for learning and all those things that make mankind wiser and better. As he speaks of his work, he has been sowing the seed, content with the thought that sometime and somehow it would bear its fruit.

The committee passed the following resolution:

*Resolved*, That the Woonsocket school committee desires to publicly evince its appreciation of the long and efficient services of Rev. C. J. White as superintendent of schools, recently terminated by his resignation, to the regret of the committee.

His zeal, his devotion to the public welfare, his education, and his long study of the methods of instruction, have together made him a public servant of more than ordinary value. It is to these qualifications and to his lasting work in behalf of the educational interests, not only of the town of Woonsocket, but of the whole State, as well as his constant willingness to lighten the work of the school committee, that it is desired to testify.—F. E. MCFEE, *Superintendent*.

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## TEACHERS AND METHODS OF TEACHING.

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BURRILLVILLE.—*Normal Training*.—It is very apparent that the teacher in our mixed or higher grade schools, who meets the demands of the day, has no easy task before her. She needs to be prepared for her work by a thorough course of training, and familiarity with the branches taught. Happily the State furnishes every facility for the needed preparation. It devolves on the trustee to select the teacher; and when a successful one has been found, she should not be displaced by a change of trustee.—A. H. GRANGER, *Superintendent*.

CHARLESTOWN.—*Permanency of Tenure*.—There were not as many different teachers employed in this town the past year as in former years. The evil of changing teachers, especially an acknowledged good one for an uncertain one,

cannot be denied. It takes time for a teacher to become acquainted with the pupils and to learn their individual habits or modes of thought. The time thus spent costs money. In many cases it will cost the district annually a third, if not more, of their school money. But can this evil of such frequent changing of teachers be remedied? Let it be understood that all teachers when once engaged must serve at least one year, unless relieved by the committee. It would be a step towards securing permanency in the employing of teachers. Teachers who are continually changing their positions fail to acquire those habits or methods of teaching necessary to success. They are tempted to a surface kind of teaching rather than such thoroughness as is absolutely necessary to the real progress of the school. Districts following the plan of frequently changing teachers are experimenting at a costly rate, not only in money, but in the time of the children. It is frequently the case that every new teacher thinks it necessary to begin at the beginning of every study, so that the classes leave off at the end of the term just about where they did at the close of the previous term. Classes at the commencement of a term should begin where they left off at the end of the previous term, unless it is found necessary to go back on account of defective teaching in the previous term. Permanency in the employing of teachers would help to cure this evil.—G. C. CROSS, *Clerk*.

CRANSTON.—*Cautions*.—Trustees should be cautious in engaging those who are entire strangers to them, without a recommendation from some party who is well qualified to judge. It is with an earnest wish to do good to the schools, that we ask the districts through their trustees to secure good teachers, qualified to meet the wants of their school and retain them for a series of terms. Teachers do not have time to become acquainted with the real wants of the school in one term; let a teacher be placed in a position where she will feel that she is to be responsible for the advancement of the whole school year after year in all the common branches, and she will feel the necessity of giving each branch its proper share of time and attention.—C. W. EARLE, *Superintendent*.

CUMBERLAND.—*Loss of Faithful Teachers*.—There have been several changes in the ranks of teachers during the year. In most cases the teachers have left because they thought they could better themselves. As a result, we have in one or two instances lost teachers, who for a number of years did efficient work. Their conscientious labors have been fruitful of benefits to the communities in which they taught, while the thorough training they gave their pupils, the knowledge they imparted to them, and the habits of study which they helped to form in them will leave their impress on them for a lifetime.

*Superiority of Trained Teachers*.—About half of the teachers have been students at, or graduates of, the State Normal School, and we rejoice to say that there is a growing disposition on the part of trustees in selecting teachers to employ those who have received the training and instruction of that excellent institution. While we believe that there is such a thing as a natural aptitude for teaching, and admit that there is a measure of truth in the saying, "the teacher is born, not made," yet it seems to us an absurd and inconsequential mode of reasoning, to suppose that where persons have these gifts and aptitudes they cannot be helped and benefited by a course of study at the Normal School. On

the contrary we hold it to be self-evident, that other things being equal, a decided preference should be given to teachers who have had such a training. If, moreover, before they entered on and finished a normal school course, they previously graduated from some of our excellent high schools, then they stand on a still higher plane of qualification.

*Need of Constant Self-Improvement.*—But whatever may have been the character and standing of the schools from which our teachers have graduated, and whatever may have been the training to which they were subjected, they would prove themselves utterly unworthy of their calling, if they sat down contented with their past achievements and made no further efforts at self-improvement. Hence we would strongly urge it upon teachers to take one or more educational journals, to read and study some of the many excellent books published on the subject of pedagogy, to attend, whenever possible, all local and State institutes, and to make faithful use of the two half-days allowed them each term for visiting schools.

Some of our teachers are doing all that lies in their power to make their schools a success. They carefully read the works of the best educators; they act on the hints and suggestions which they find scattered up and down in the pages of educational journals; they take a deep personal interest in their pupils, and cheerfully receive any advice from their parents as to the best methods of guiding and controlling them. As one illustration out of many, we know of teachers, who, when it was decided to introduce drawing as a study in our schools, feeling their deficiency in the knowledge and practice of it, put themselves at the trouble and expense of going to Providence every Saturday, that they might receive a course of instruction in the "School of Design."

*Failure to Awaken the Interest of the Pupils.*—You enter a school-room, and the first impression made upon you is the lack of interest, and you say to yourself, "How listless the children are, how indifferent to the great objects for which they are sent to school." Now a teacher should be inventive in devices, and fertile in expedients to dispel such a state of things. It is a great gain if she happens to be a good singer, so that when she sees things dragging their slow length wearily along, she can arouse and reanimate the pupils by having them sing bright and sparkling songs, and by having recourse to light gymnastics and motion songs.

*Results to be Aimed At.*—The wise and well balanced teacher does not aim at producing startling and sensational effects, but at securing the steady improvement and progress of his pupils. Some teachers pursue the methods of the quack and charlatan; they have their show scholars and classes, which are sure to be called up when visitors appear to excite their wonder and admiration. But as the pretended cures of the quack do not last, being due to a spasmodic excitement and passing away with it, so the startling and erratic devices of showy but shallow teachers, devices which consist in discarding all well tried methods, produce no permanent benefits in upbuilding and strengthening the child's mental constitution, but rather the reverse. In the science of teaching, certain well ascertained conclusions have been arrived at, and the teacher who throws these to the winds, for the sake of being called novel and original, and in order that he may put into practice his own wild and vague theories, is unfit for his calling.

Another point to which our teachers ought to give more attention, is the cultivating of the faculty of expression in their pupils. Man has received no higher gift from his Creator than the ability to communicate his thoughts and feelings to his fellows. Therefore we urge the teachers to insist that their pupils have frequent exercises in the writing of letters and compositions. Children should be taught to think, and to put their thoughts into terse, plain language. They should be encouraged to read on certain subjects, and then give expression in their own words to the knowledge and ideas they have thus acquired. That is an excellent plan which we have seen adopted by some teachers of reading to their pupils some story, incident or fable, and then requiring them to reproduce it in a written account of their own, thus strengthening on the part of the children their attention, their memory, and the power of clearly stating facts.

Again, if there is a good public library in the neighborhood, the teachers should encourage their pupils to resort to it, should advise them as to the books they should read, and should ask them occasionally to write out the impressions and recollections which the books left on their minds.

Furthermore, we believe in setting apart every Friday afternoon, or at least that part of it coming after recess, as a sort of field day, and devoting it to exercises of a general nature, such as declamations, readings, dialogues and compositions. A good opportunity would thus be afforded the teacher for training the pupils in elocution, and for the cultivation of graceful, forcible and effective utterance. Moreover the teacher should never neglect the important duty of instilling moral and virtuous principles in the minds of the pupils, and should strive to direct their thoughts to the things that are true, honest, just, pure, lovely and of good report.

*Male Teachers.*—The trustees of two of our village districts have deemed it best to make a new departure, and to employ male teachers as principals of the grammar departments. They feel that men of the right stamp are what are needed to exercise a wholesome, salutary, stimulating influence on the mental training of young lads from twelve to sixteen years of age, and that it will be an advantage to employ such. But it is evident that such men, especially if they have been educated in colleges and universities, cannot be retained unless they receive somewhere near as large a compensation as would be offered them in the towns.

We believe that if men of this kind are hired, men of high moral character, of broad scholarship, of enthusiasm for their vocation, they will not only raise the educational standard of our higher grade of schools, but of those below them. We further maintain that where women prove themselves fit for such positions, and do as effective work in them as men, it is contrary to reason and justice not to give them exactly the same pay. Now, it is a fact, that none of the principals of our grammar schools receive too high a compensation, or as much as they could get in many other places. We believe therefore in "leveling upwards," and in providing that such principals shall receive at least as large a compensation here as would be accorded to them in other communities.—R. MURRAY, JR., *Superintendent*.

*EXETER.*—*Higher Standard.*—Among the causes which have aided in securing an increased efficiency have been an increased enthusiasm, and so a deeper inter-

est in the work on the part of the teacher. The new method of examination of teachers with a view of raising the standard of qualification has also done much in this direction. As the standard has thus been raised, the tendency has been to deter those who were consciously lacking in preparation from appearing before the Board, while on the other hand it has served to stimulate to fresh endeavors those who were doing well before. This increase of interest has revealed itself in the school-room in the adoption of better methods and more active, earnest work; the exceptions are confined to those who are destitute of that essential thing, which the Creator never gave them, namely,—tact or aptness to teach. No timely hint or appeal can arouse such to a just appreciation of their important station, or to elevated views of the cause itself. Not every one who is apt to learn is found to possess an aptness to teach and govern a school. There should be a sifting of such from the roll of teachers. At the same time, where there is a natural fitness for the position of teacher, and a disposition to prepare for it, we should sustain and encourage them.—J. H. EDWARDS, *Superintendent*.

FOSTER.—The first thing is to require the services of a good teacher, not one who possesses just literary acquirements enough to squeeze through an indulgent examination, and whose desire consists mostly in getting a little of the public money. Most of our teachers also fail in a greater or less degree in not requiring entire thoroughness on the part of the pupils. A pupil that has not learned the alphabet is not prepared to enter upon a course of reading. No one can rear a strong and useful structure by beginning at the top and building down.—R. G. STONE, *Superintendent*.

HOPKINTON.—*Examinations*.—At a meeting held August 9, it was decided to prepare questions for a written examination of teachers. The questions were examined and approved. The clerk was authorized to prepare a sufficient number of copies for use during the examination of teachers, so that each applicant might have a copy of the questions immediately before him. The trustees of each district were notified of the time and place of this annual examination, and all persons known to be engaged to teach in the town during the year were informed by the clerk and requested to attend.—*Committee*.

JAMESTOWN.—*Essential Qualification*.—Learning alone does not *qualify* a teacher. *Tact*, love of children and above all a love of the work *itself*, is essential. The position as teacher should never be used as a stepping stone to some other profession, or a help for the purse and pocket alone.—*Committee*.

LITTLE COMPTON.—*General Exercises*.—It has been very gratifying, in my visits to see the marks of *general* interest shown on the part of both teachers and scholars. For example, I notice on the blackboard some motto inspiring to work, or the Golden Text for the next Sunday School lesson, or a diagram giving the name of the various colors and shades resulting from combinations of colors; or a teacher leads her school in a memory exercise in figures, or another teacher shows me what proficiency her pupils have made in reading music. In these and various other ways we have hints of what those teachers are doing for their schools by way of general exercises. These exercises have taken but little time, while they have given life to the whole school and added a needed stimu-

lus to study. But this kind of work requires not a little thought and study on the part of the teacher, to furnish variety and interest in such exercises.

*Need of Experience.*—The teacher needs the help of the experience of others, and needs to study the best methods of dealing with children. Hence he should read the best books on teaching, and somewhat of current literature connected with his profession. Teaching is a science. It has to do with human beings, therefore the teacher should know all that is possible about child-life and growth, and how to influence it. It is a great thing to know a child. The teacher cannot study this subject too deeply. His great work is not simply to teach facts, but to lead the pupil to think correctly, to feel properly, and to will intelligently. For this he needs all the help possible.—W. D. HART, *Superintendent*.

NEWPORT.—*Source of Supply.*—The chief question that ought to give us anxiety is where are the teachers to come from who shall fill the vacancies caused by the withdrawal of our good teachers from time to time. There is an unusually small number of candidates before us at present, and the few we have, though in some instances promising, are young ladies with little or no experience. Notwithstanding the fact that many of our teachers are representatives of the oldest and most substantial families of the city, and the fact that no occupation could be chosen which would better fit a young lady for whatever duties await her, I have been surprised to be informed that there exists a shallow feeling of superiority to the great work of teaching in the minds even of certain educated young women of the city who wish to engage in some remunerative or philanthropic occupation, and who from their family traits would be considered capable of becoming excellent teachers. One such worthy young woman says "Oh, no! I am not going to teach until I am obliged to." Those who enter upon the work solely because they are obliged to, without natural love for it, are as a rule unqualified and undesirable teachers. These two limitations put upon the schools, on the one hand the claim to the positions to teach, advanced by certain residents of Newport as their natural right without special regard to their qualifications, and, on the other the unwillingness of many residents to become teachers, should give us deep concern for the welfare of the schools. The clergymen of Newport, the lawyers, the physicians may hail from whence they will. The contractors even who supply the school-rooms with furniture may live in Massachusetts, in New York, or in Michigan. Is it a fact, as is commonly believed, that the teachers appointed in Newport must all be chosen from the little group of home candidates, and chosen in just about the order they stand in line of application? Is there any period of waiting for a position which of itself entitles a candidate to preferment? Assuredly not. I have dwelt upon this question in my annual report every year, and, in the hope of suggesting some plan that would develop the best of our home talent for teaching, have recommended, first, a training school for teachers at the Mill Street building which could be established without expense and which I still think would be a fine thing for our schools, isolated as we are. The next year, in 1884, the scheme of employing subordinate teachers to learn the business by assisting in the regular school-rooms was presented. The plan has been continued, and is very effective as a means of showing who are the promising young teachers. Every new lady teacher employed for the past three years has come from among the assistants,



and her efficiency at the outset has in consequence been greatly enhanced. In 1885, the recommendation was made that a normal course be incorporated into the curriculum of the high school, in view of the fact that our remote situation discourages attendance at the normal school. Such a course might cost another year and another teacher, but it would furnish the best of training, whether the pupils became teachers or not, and it might enkindle a wider interest in teaching among the cultivated young people of the city. One of the wisest recent measures of the school department is the new rule whereby the Board declares in effect that hereafter only graduates of a high school, of a normal school, or preferably of both, shall be pronounced eligible to teach. To the same end would they not be justified in offering every year to one or two pupils who had completed the grammar and high school course well, and who gave promise of ability to become good teachers, a course at the State Normal School, substantially free of expense. Such offers creditably accepted would prove measures of economy as well as of efficiency.—G. A. LITTLEFIELD, *Superintendent*.

**NEW SHOREHAM.—*Lessons to be Learned.***—The young ambitious teacher desirous of aiding individual effort, and encouraging individual talent will find a constant tendency toward multiplying his classes so as to allow full scope for the powers of each pupil, and so prevent precocious and industrious students from dragging in the wake of the dull and idle. One of the first lessons to learn is, that in the school as in the community, the principle of the greatest good for the greatest number must be adhered to, for the benefit of all concerned.

The next lesson he must learn is that to secure the best results, class work must be insisted on. In a general way, the teacher who devotes, we will say, one hour to the instruction of his arithmetic classes, and who arranges his pupils in three classes, giving twenty minutes to each class will do double the work of the teacher who divides his hour into six recitations. Individual cases may, and doubtless will occur where the plan here recommended may seem to work a hardship but on the whole it is best.

***Order of Exercises.***—In an ungraded school numbering from 40 to 70 pupils, classification should be reduced to a science. It is of course difficult to arrange any Order of Exercises which shall apply to all cases, but the following with some modifications may be made to answer in the schools of this town.

Reading Scriptures <i>by teacher</i> .....	9.00
Class in Fourth and Fifth Readers on alternate days.....	9.15 to 9.35
" Third Reader.....	9.35 to 9.50
" Second " .....	9.50 to 10.05
" First " .....	10.05 to 10.15
" Alphabet and Primer.....	10.15 to 10.25
Recesses.....	10.25 to 10.40
Primary Class in Arithmetic.....	10.40 to 10.55
Intermediate Class in Arithmetic.....	10.55 to 11.15
Advanced " .....	11.15 to 11.35
Writing .....	11.35 to 11.45
Elementary Spelling Class.....	11.45 to 11.50
Advanced " .....	11.50 to 12.00

*Noon Intermission.*

Elementary classes in Primer, etc.....	1.00 to	1.15
First Reader.....	1.15 to	1.30
Second " .....	1.30 to	1.45
Third " .....	1.45 to	2.00
U. S. History and Physiology on alternate days. ....	2 00 to	2.20
Recesses .....	2.20 to	2.35
Elementary Grammar.....	2.35 to	2.50
Advanced " .....	2.50 to	3.10
Elementary Geography .....	3.10 to	3.25
Advanced " .....	3.25 to	3.40
Elementary lesson to beginners in reading and spelling from the board .....	3.40 to	3.50
Regular spelling classes .....	3.50 to	4.00

"Order is nature's first law" and without order and system a school is a Babel, but it not infrequently happens that in the effort to preserve or secure order, the teacher is himself the most disorderly individual in the room.—C. E. PERRY, *Superintendent*.

NORTH KINGSTOWN.—*Too Small Salaries*.—It is very hard work, for the salaries we pay, to get such teachers as we need, for, although two or three of the districts are able to pay quite liberal salaries, by far the greater part of them get a good deal of work out of their teachers for very small pay. None of our teachers are over paid, and it is safe to say that nearly all of them earn more money than they receive. When we stop to think that the greater portion of our school-children "finish their education" in our primary or intermediate schools, and with that small stock-in-trade, start out in life to exercise the privileges and perform the functions of citizens of the town, the importance of having the best schools possible for them must become readily apparent to you all.—W. C. BAKER, *Superintendent*.

NORTH PROVIDENCE.—*Registers and Returns an Index*.—"The character of the teacher, and also the condition of the school, are in no small degree indicated by the manner of keeping the register," and making out the teacher's reports. Finding that these duties of the teacher had in cases been grossly neglected in the past, it has been my purpose to correct the fault. While it requires some pains and labor to perform these duties, it is nevertheless important and essential that they receive attention. Where there is a disposition shown by the teachers to perform faithfully all that is required of them, and for which they are paid, there will be no occasion for complaint.—G. W. GOULD, *Superintendent*.

PAWTUCKET.—*Permanency*.—There has been a decided tendency during the last two or three years toward a greater permanence in the tenure of position of our teachers. In the selection of teachers, particularly of late, there has been the effort not only to secure the best available talent for a given position, but also to obtain those who will probably be willing to remain for a series of years.

*Increase*.—The erection of new school-houses, the increase in the number of

primary children, the division of some crowded primary schools, and the employment of assistants in others has rapidly increased the number of teachers. A little more than three years ago the whole number of teachers was 55. At the close of the past term the number was 75, showing an increase in about three years of over 86.8 per cent. in the teaching force. Of these a large proportion have been graduates of our own high school—so large, indeed, that it has been necessary to guard against the danger of having too many young and inexperienced teachers, by securing several teachers of ability from other places. While there are important reasons for giving preference to our own graduates, it is equally important to introduce new methods into our schools by employing some who have been reared in other educational atmospheres. As a matter of fact, however, over two-thirds of the whole number of teachers engaged in Pawtucket during the past three years have been residents of the city and graduates of the high school or normal school. In a western city whose schools are among the finest in the country, it is their boast that they have graduates and representatives of all the best normal schools in the United States among their teachers. In that city the School Board provides by regulation that only two members from each of their large classes graduating from the high school can be employed as teachers.

*Examinations.*—A plan of examining all applicants for teachers' positions has been adopted, according to which quarterly written examinations have been held. The subjects for examination have been arithmetic, grammar, geography, United States history, spelling and theory of teaching. By vote of the committee on qualifications the names of those attaining a general average of 70 per cent. and at least 70 per cent. in arithmetic are placed on an "approved list" from which selections may be made as vacancies occur.

*Salaries.*—The teachers of the lower grades so commended themselves by their services that about one year ago the maximum salaries of all teachers below the upper grammar grade were raised from \$480 to \$560, which was followed by adding \$50 to the salary of the assistants (other than the first assistant) of the high school, and \$100 to the salary of the sub-master, thus making the maximum salaries of these positions \$650 and \$1000 respectively. While there are scores of persons who would be more than willing to obtain any one of these positions, the number of those who can *fill* the places is very much smaller. The larger the salary, too, the greater is the pressure to secure those positions by persons about whose capacity there is at least some doubt. On the other hand, however, unless our salaries are in some degree commensurate with those of our neighbors we are constantly liable to lose the most capable teachers. Of course we have been able to retain excellent teachers with comparatively low salaries, because family and social ties were strong, or because a necessity of boarding would in a measure offset a lower salary at home. But with these exceptions the fact has to be borne in mind that to retain good teachers it is necessary to pay what their services will bring in the market, especially in these days when teachers' agencies can be counted by the score, through which the best teachers are sought, and by means of which it is almost as easy for a Rhode Island teacher to obtain a situation on the other side of the globe as in a neighboring State. Moreover, simple justice requires that advantage should not be taken of the fact that a teacher lives at home to deny to merit its due recompense.

*Male Teachers.*—Although the salaries of the grammar masters remain for the present at \$1100, I hope that it will be deemed wise in the near future to place the maximum at \$1200, and thus do for this grade what has been done for almost all the others. In the upper grades it is as necessary to have male teachers as to have female teachers, and to secure those who are desirable, much more money must be paid. Whatever comparisons may be made of the quality or character of their work, and whatever may be our individual opinions as to their comparative claims to the same pay for the same work, it still remains that far fewer men than women can be obtained as teachers even with the present disparity of wages. Men of ability command much higher salaries in business and in other professions than in teaching.

With every change of teachers in these grades, we are placed at a disadvantage in trying to secure a desirable successor.

The character of the work done in our upper grades is now so excellent that we can ill afford to risk the loss of our best teachers by reason of a small pecuniary difference. A poor teacher is dear at any price; the value of a good teacher can hardly be estimated by dollars and cents.

*Specimen Methods.*—There is need in this grade of a greater effort on the part of the teachers to awaken interest and enthusiasm in the pupils so that they shall receive the requisite drill in their subjects of difficulty and still not tire of their work. Some teachers have made attempts in this direction. One teacher arranges a table with a pile of sawdust on it to take the place of a moulding board for a lesson in geography. The pupils represent different forms of land and water, and recite from their own representations. Another teacher has a special mental drill in arithmetic, giving a rapid combination of numbers, involving addition, subtraction, multiplication and division, which arouses a lively interest on the part of the whole school. One teacher devotes a few minutes to an "information lesson." Pupils bring to school minerals and curiosities of various kinds, which may be examined at proper times by any of the children. When the time for the "talk" arrives, there is a rapid succession of questions and answers between teacher and pupils, while the children become rested from their regular work and are led to think of something outside the mere text-book.

*Training School.*—During the nine weeks vacation last year it was thought by the committee on qualifications to be an opportune time to establish a small training school for the benefit of some of the graduates of our high school. The plan followed last year was to secure a good primary teacher of experience and place under her charge three young ladies at a small salary each, who should perform most of the work of teaching the two primary rooms of that building, making the training teacher responsible for the character of the work done.

A graduate of the Salem Normal School, and a primary teacher of a number of years successful experience, was selected for the position, and the above plan was carried out with a good degree of success. At times during the year when a substitute teacher was needed at very short notice, it was found convenient to call on one of these to supply the vacancy, and at the same time it gave an opportunity to test her powers when placed on her own responsibility. The above plan makes no extra expense in conducting the two rooms and works no injury to the children. Indeed in some cities where substantially the same plan is fol-

lowed, the training schools are considered by the parents as the most desirable for the instruction of their children. A special advantage of the school is to allow the training of teachers under our own supervision, and so combining practice with theory that when they are placed by themselves, they are not inexperienced teachers liable to many mistakes, but have had charge of live children under conditions very similar to their situation at that time. Only those have been admitted to this school who are graduates of a high school or normal school.—A. F. PEASE, *Superintendent*.

PORTSMOUTH.—*A Cure for Fault Finding*.—The ability, patience, and earnestness of a good teacher are not always appreciated. The laborious task of training the minds of the young, and attempting to influence their habits and character might be more fully estimated on the part of those who are disposed to be fault-finding, if they would take the place of the teacher in the school-room for a few days, and then judge whether it is an easy undertaking.—J. S. PEARCE, *Superintendent*.

PROVIDENCE.—*A Delicate and Difficult Task*.—The duties of the teachers are difficult, monotonous, delicate in many cases, and often thankless, and their moral sustenance is often drawn only from their inner consciousness. Large numbers of them have rendered most acceptable services for long terms of years. Into so large a body, however, as a matter of course, have come some who are not doing the best work attainable for the money paid. It is the intention of the committee to exercise great care and prudence at all times in the selection of a body of employees who draw yearly from the treasury the sum of \$212,000. The taxpayer is entitled to the best services to be had, for he grudges the payment for schools less than that for any other purpose, and no morbid sentimentality, or mistaken charity should be considered in this connection. The honest, capable teacher earns all that is paid, the incompetent drone should be unearthed and weeded out of the service.—*Committee*.

*Number of Pupils per Teacher*.—The figures show an average attendance of pupils per teacher in the primary grades, 33; in the intermediate, 36; in the grammar, 42, not including principals; and in the high school, not including the teachers of French, laboratory practices and drawing, 25. These numbers are reasonable. In most cases no improvement to the teaching would result from any reduction of the number of pupils per teacher. I think that in the higher primary, in the intermediate, and in the grammar grades, forty pupils, of one grade, heard in main subjects in two divisions of twenty each, constitute the ideal school. If the number be reduced, the cost of the schools is proportionally increased, with no increase in the value of the instruction. Each pupil of forty will learn more, make a better mental growth than each pupil of twenty, and still more than each pupil of a school of ten or five. So much has been said about excess of numbers of pupils per teacher in public schools that many have grown to believe that the ideal class consists of one pupil and that each of two received but half the instruction that one would get, and so on in fractions inverse in value to the number of pupils.

In lower primary classes forty pupils are too many for the best work, for the pupil is too much an individual, has been too little trained to combine with

others. In high school classes forty are too many, for the pupils have reached a reflective stage that demands more time to secure the best mental action. Processes of thought are more involved and complicated. The unit effort of the pupil in the recitation is a larger whole and requires more time for its expression. But within the limits that I set, the enthusiasm of numbers, the sympathetic awakening of mental action, the explanations brought out by the diverse misunderstandings, or partial apprehensions of this pupil and that, cause the subject matter of the lesson to be seen from more standpoints, to be held longer before the mind, to be seized hold of more intently by each pupil of a reasonably large number than by any number smaller than is necessary for this effect. The very mistakes of his fellows are helpful. It may be said that this is not individual instruction, but so long as it is just what each individual needs, the individual will not suffer.

*Continuance of Pupils in School.*—The length of time that children continue pupils of the schools is a matter of great importance to any one who would closely estimate the results of the schools or would wisely plan their methods. Practically all our pupils go on four years in the schools, and then about sixteen per cent. disappear. The remainder continue three years more, and then nearly one-fourth of them drop out in the middle of the grammar grade course. More than half of those left continue but a year, leaving to complete the grammar course but about one-quarter of those who began the work nine years before, fifteen per cent. enter the high school, and seven per cent. graduate therefrom, including the three departments. From these figures the conclusion is irresistible that the work of the pupils for the first four years should form, as completely as can be, a symmetrical whole; that the next three years shall complete a round of practical studies, and that each year thereafter to the middle of the high school course teachers should have in mind the fact that half their pupils will leave school and give up study within a year.—H. S. TARBELL, *Superintendent*.

*RICHMOND.—How to get the Best Methods.*—Every good teacher will be dissatisfied with using a poor method of instruction. If, after making a trial of one, it does not give good satisfaction, adopt another. All poor methods should be laid aside, and the best in use should be adopted. There are now afforded to teachers, by means of school visiting, institutes and conventions, great facilities for receiving suggestions which may be helpful. However able a teacher may be naturally, there are many ways in which he might profitably follow the example of the most successful educators, and adopt seemingly wise suggestions. Every teacher should take one or more school journals, so as to be kept well posted in all matters pertaining to school work.

*Selection of the Teacher.*—Trustees might be justified in going outside the town or State in selecting a teacher. They should aim to get the best, rather than the cheapest. It is better to have less weeks of school with a competent teacher, than simply to use up the money with any one. Furthermore, in employing a teacher, trustees should look well to the moral qualification. Children are quite likely to think what the teacher says and does is about right. So, if a teacher uses profane or slang phrases in conversation, the children will be quite likely to learn them. If, on the other hand, the language and deportment are refined, the children will be improved in this respect.—C. L. FROST, *Superintendent*.

**SITUATE.—*Lack of Improvement.***—The schools of the town are not making the substantial progress that they ought, nor are they in as satisfactory a condition as might be supposed. Neither have they improved much during the last year. I will mention some reasons for this standing of the schools. There is a lack of thoroughness in the methods of instruction that are in practice by a number of the teachers that is quite apparent and greatly to be regretted. The persistent and constant drills upon the underlying principles are too often found wanting, being forgotten, or purposely set aside through the indifference, carelessness, or incompetency of the teachers. The pupils are not as well trained as they should be, so that they can fix firmly in mind the facts that are presented. Their mental powers are not exercised as often as they should be by work upon the blackboards, nor is thorough and efficient work done, either in discipline or study. Such a course cannot result in any substantial progress of the schools. The instruction of children is too important a task to be lightly undertaken, or to be undertaken at all unless with the most thorough preparation. If anything needs to make our schools more efficient it is the need to place only the best teachers in charge of them. Nor should it be overlooked that if, in any work, matured judgment and experience in life are valuable, they are most valuable in the important work of the education of children. More teachers are needed in the town who are thoroughly prepared for the work—those who do not teach for the pastime or experience, but to make a success of teaching.

***Rigid Examination Demanded.***—I am satisfied from what I have seen of the schools for the past year that a rigid course should be pursued in the examination and passing of applicants to teach. Experience during the last year has proved that incompetent teachers can be replaced by those more fit. One-third of the teachers that have taught for the past year are unfit to teach on account of poor qualifications or incompetency. The great fault in the schools is that there is not work enough done in them. When teachers do their work, qualify themselves properly, and preserve good order, the schools will be apt to improve. —B. ARNOLD, *Superintendent*.

**SMITHFIELD.—*Marked Progress.***—The continued liberality of the State and the town has still preserved us from the evils of frequent changes of teachers. A marked progress has, on the whole, been the result.

In studies, effort at improvement has been made on the part of the teachers. This has been specially apparent in the better methods and fuller success in the teaching of arithmetic, grammar, and U. S. history. Less gain has been made in the departments of reading and geography. It has been especially urged upon the teachers to strive to learn more and more how to teach.—*Committee*.

**SOUTH KINGSTOWN.—*Standard of Qualification Raised.***—We have endeavored as far as was practicable to raise the standard of qualification, but are somewhat limited, as we must use such material as is offered for the service. But we have not considered the proficiency shown at an examination as the only standard. The true test of a teacher is in the school-room. However learned a person may be he must also have the ability to govern, an aptness to teach, a love for the calling, and a fellow feeling for children, to succeed in teaching. Teachers having these qualities will always succeed. We have some such teachers in this town and they are appreciated.—*Committee*.

*Quantity vs. Quality.*—Nine-tenths of our parents and pupils estimate the efficiency of a school by the quantity rather than by the quality of work performed therein; and in their eagerness to advance classes prematurely, they create a pressure which committees, superintendents and teachers cannot wholly withstand. We should advance much more slowly than at present and aim at much greater thoroughness; for in the end we would find that more substantial progress had been made, and higher attainments achieved by the majority of pupils. With this qualification, the work performed in our schools the past year has been generally good, and in many districts it has been excellent. As a rule, recitations of lessons from text-books have been supplemented by illustrations, explanations, drills and reviews.

*Order of Exercises.*—Most of the teachers have shown themselves sufficiently masters of the situation to plan their work in advance, classify their pupils in a philosophical manner, write an intelligible and sharply defined *Order of Exercises*, and follow it very closely. In these schools each pupil receives his fair share of attention, things are done decently and in order, and all concerned have that cheerful air which is always the accompaniment of well-directed industry. An order of exercises devised by Mr. Hall, principal of the grammar school at Narragansett Pier, has been modified and perfected while in use in his school until, in the opinion of the writer, it is the best extant; as it not only meets the ordinary requirements, but also prevents much questioning and the risk of studying a wrong lesson on the part of pupils.

It is to be regretted that all our instructors are not people of mature judgment and ripe experience, but the market is not well stocked with teachers of that kind, at all times; and now and then a trustee is forced to employ a person not exactly such as he would prefer. For the mistakes of some of these teachers, who have honestly erred in judgment or blundered through lack of experience, but who show an earnest desire to do better, only charity is felt. But with a very few who justify admitted errors, calling them trifles; who show no anxiety to avoid the repetition of mistakes; whose minds seem occupied with the criticism of others rather than the improvement of self; and who evidently consider it an evidence of strength of character to simply refrain in a decided manner from following any outside suggestion, it is difficult to sympathize in the slightest degree. There is a broad distinction between a weak and merely passive *will not*, which simply refrains from making any movement, and a strong, resolute *will*, which conquers difficulties.

The words of Judge N. B. Lewis are well worthy the attention of all who would instruct children:—

“The position of the teacher is one of great responsibility, and his duties at once delicate and difficult. No one should enter upon the work without a proper sense of the obligations imposed and without a resolute purpose to discharge his duties fully.

It should not be undertaken as a mere make-shift, till something more desirable can be obtained, nor for the mere purpose of obtaining the pay. There should be a conscience in every business and particularly in that of the teacher.

If a man approaches us with a nice watch and offers us a good round sum of money to clean it for him, we are in duty bound to decline the offer, unless we



understand the mechanism of watches, have the proper tools to work with and the patience and steadiness of nerve to do the work well. So no one has a moral right to offer himself as a teacher of children and youth, unless he has not merely literary qualification, but also an appreciation of the duties of the position, energy to wake up his school, an interest in the welfare and progress of his pupils, patience, kindliness of heart and firmness of purpose. Every person who contemplates teaching, before committing himself to that task, should carefully survey the field to discover what a teacher ought to be, and to ascertain if he reasonably approximates the required standard."—A. W. BROWN, *Superintendent*.

TIVERTON.—*Fitness for the School*.—Neither books nor the wisest arrangements for study will suffice without the right teachers. The committee are convinced by experience that great care should be taken in the selection of teachers. It has seemed to some that the committee of the town should have this matter in charge. It seems to us evident at least that greater powers should be exercised by that body, and that they may properly take into account in the approval of teachers, not only their various qualifications as teachers, but the fitness of each for the particular district or school.—*Committee*.

WARREN.—*Authors' Days*.—The practice of devoting now and then a half-day to the memory of some man distinguished in history or letters evidently tends to awaken the thoughts of pupils and stimulate them in the acquisition of useful knowledge. Exercises have been presented on such occasions, in some cases abstracts of an author's productions, that have done great credit to the school, and have shown them capable of appreciating the thought and beauty of fine literary productions. The "common branches" go more easily when the monotony is relieved now and then by leading the thoughts away from a prescribed routine, which to the child has too often the forbidding aspect of a task. The more work can be made to appear to the child as something he ought to like to do, the less will it seem to be work.—W. N. ACKLEY, *Superintendent*.

WARWICK.—*Means and Ends*.—Many of our teachers wisely consider the brief school life of their pupils and labor accordingly. Some, in the primary grades, endeavor to teach the rudiments of a practical education, such as reading, the "ground rules in arithmetic," spelling, printing and writing on the slate and possibly in the tracing book, and to this they add the leading facts relating to the geography of Rhode Island. Teachers of the higher grades, remembering that most of their pupils will not attain to the advanced branches, or even the completion of the grammar school course, do much of their teaching with the same end in view. They give instruction on the most practical points in each study. For those pupils who are in school for a longer period, there remains an opportunity to complete each study and possibly take one or more of a higher grade, but the most of our pupils leave school too young to utilize the advantages last mentioned.

*Multiplicity of Classes*.—The most of our ungraded schools and many of our grammar schools are injured either by the study of too many subjects, or too many classes in each study, and in many cases, both. Pupils should not be allowed to pursue too many studies at once, or to take up advanced studies be-

fore the completion of the grammar school course. Nor should teachers have several classes with but few pupils in each, in any subject but little advanced beyond the others, when, by a persistent drill of the "dull ones," a combination of the classes may be made, which will give more time for preparation, instruction and recitation, and thereby greatly add to the efficiency of the school. Many classes, like teams, should be "doubled up." We think there are too many classes in many of our schools, and with a modicum of skill on the part of the teacher, this evil may be at least, partially remedied.—D. R. ADAMS, *Superintendent*.

WESTERLY.—*Civil Service Reform for Teachers*.—It is of the highest importance that the best qualified teachers be secured and retained. Frequent change of teachers is injurious to the success of a school. Too many excellent teachers are lost because of inadequate pay, and more frequently because some one else is hired through favoritism and relationship. No school officer should be guilty of hiring a teacher on the ground of friendship or kinship, but should ever strive to obtain one on the ground of well-known qualification and ability. The education of the rising generation is too important and serious a matter to be put into the hands of the almost countless number of those who, having obtained an education sufficient to get a certificate, want to teach because teaching is a respectable occupation and a good way to earn money. We believe the principles of civil service reform adopted and applied in putting teachers over the public schools of our country, would work wonders in their success, efficiency, and character. We have spoken of "well qualified" teachers. Something more than good scholarship and a well-deserved diploma of graduation from college or seminary is necessary to be a true and efficient teacher. There must be ability to govern, tact in management, aptitude to teach, power to simplify and illustrate, to interest the scholar in his studies and inspire him to seek knowledge and be a scholar. I look back upon those of my instructors who interested me in my studies, and inspired me to seek and obtain a liberal education, and strive to be an intelligent, useful, and good man, in most grateful remembrance. We need in our public schools more teachers of this power and character to inspire the boys and girls to become intelligent, noble men and women, and not to be satisfied with a little knowledge and small attainments, but reach out for broad culture and high endeavor. It means a great deal to be a teacher. The object of a school is education. There are three great elements which enter into an education, viz: knowledge, development, discipline. The mind is to store up knowledge, its faculties are to be developed and disciplined. It is to be trained to think, to seek, to investigate, to compare, to conclude, to impart, and to accomplish. The teacher should ever keep these before him in the training of the pupil. There is too much mechanical and memory work, book recitation, done in school. Many a scholar knows nothing of arithmetic outside of his text-book. He should so know the principles of arithmetic, and make them his own, that he can give problems of his own, and solve and explain them. Then, when examples are given him outside of his text-book, he *knows* at once *what* to do and *how* to do it.

There is many a scholar who has been through several text-books on grammar, yet knows but little, or almost nothing, of its principles. He is not independent

of his text-book. He has been mechanical. He can from memory recite page after page; he can answer every question therein, and give every definition, but has no practical knowledge of grammar. He should have been so trained that he could for himself put words correctly together, form the most complex sentences, show the relation, function, and law of every word, phrase, and sentence contained in them. He should be able outside of his text-book to illustrate for himself every law of English grammar. That is the kind of instruction and training needed, and should be obtained in the school-room. Then the pupil will have a thorough knowledge of what he studies, and will receive the mental development and discipline which such a study and knowledge will give. It is not enough to shoot questions from a text-book to a scholar, and receive answers committed from said text-book. Such a recitation of a lesson is a waste of time and ruinous to the scholar. Text-books are only helps, and should be used as helps, not as ends in an education.

*Use of Text-Books.*—Teachers as a rule are tied too much to their text-books in the recitation. It would be better, just so far as it is possible, for both teacher and pupil to dispense with the text-book in the class recitation. This will cultivate self-reliance, and secure thorough and independent understanding of the subject under consideration. The pupil should be trained to be accurate and rapid in mental operations, not to sacrifice accuracy to rapidity, but to possess both qualifications. No scholar should be allowed to guess at things or jump to conclusions, but should be trained to think out every step, and know in detail every inch of ground gone over. It should be the object of the teacher also to awaken enthusiasm in the pursuit of a study, and promote mental zest, vigor, and snap in the pupil. These qualities are needed, and will be more needed in the great business of life as civilization advances.

*General Exercises.*—We need in the most of our schools more of general exercises, something outside of the regular recitations and studies. They break up the monotony of the routine work of the school, and give variety and life. They wake up the dull, interest the listless and indifferent, bring out latent powers, and give valuable information that is not obtained in the regular work of the school. They can be used also to unfold the observing powers of the child. There are many ways in which general exercises can be conducted that will give great interest and profit. Put the school through a course of gymnastics; let there be singing, when the scholars seem dull and tired. Give the town, State, and national officers; historical facts and dates; the geography of the town and county; recitation of memory gems; object lessons from plants, flowers, insects, products of the soil, etc., can be employed in the school-room to accomplish the object desired.—O. U. WHITFORD, *Superintendent*.

WOONSOCKET.—*Not What, but How.*—It should be a matter of concern that the work of the schools is so frequently interrupted by a change of teachers. Every year there are some changes made, either by resignation or dismissals. Our teaching force now numbers 43. For the last five years we have required 37 or 38, but during that time the committee have employed 80. Each teacher brings to the school-room her own method or no method at all, and year after year, and not infrequently term after term, we furnish 50 or 100 scholars for new teachers to experiment with. Can we wonder that we sometimes obtain poor results, that the schools are frequently difficult to manage, and low in scholarship?

I submit that this is not business-like. We live in a practical age, and critics of our school system complain that boys and girls do not learn what the duties of actual life will require of them. The trouble is not so much with what is taught as how it is taught. Emerson did not care what his daughter was studying, but who her teacher was. No business man would think of taking into his employment at full pay, or nearly full pay, a boy fresh from the schools. He wants him to learn the particular work for which he was engaged, and the boy becomes valuable to him in proportion as he learns it. Is school teaching so unimportant, or so simple, that any one possessed of book knowledge can engage in it? Is there no standard of excellence in this work as in all others? While I think that the teachers of our town will compare favorably with those of other towns in the State, I believe it is true that, looking at the matter from a business point of view, the work of some of our schools is not nearly as profitable as it should be.

*Teaching a Science.*—Teaching is becoming more and more of a science. A love for the work, a natural fitness for it, is as essential as in any other business. But above and beyond this there is needed a careful and correct preparation for the duties of the school-room. As the sculptor labors at the marble to bring out of its prison the beautiful and symmetrical form that he knows is there, so the true teacher must study and understand the possibilities and capabilities of the child's mind which is placed in her charge. I believe that the world has no more important work than school-teaching and no work that is entitled to more respect and remuneration. A good teacher is invaluable, but a poor one may do more harm than good. Mental and moral growth, and not the mere acquisition of facts, should be the product of our schools.

This special work of looking after the child as he should be, can only be done by those who have studied and who understand the methods and laws of mind growth. It is consequently of the highest importance that primary teachers should have ability and experience. It is a mistake to suppose that any one can teach young children. "As the twig is bent the tree is inclined." A trite saying, but none the less applicable to the training of the young. The child's whole subsequent school life may be influenced by how and what he learned in the first two or three years of his course. Better by far to have inexperienced and unqualified instructors in the grammar grades than to have them in the lowest schools.

How shall we provide experienced teachers for our schools, how shall we ensure a longer continuance in office of those who are really doing good work? I have no doubt these questions have been considered by those who have had our educational interests in charge, but for some reason Woonsocket continues the great experimental field for teachers. I have had numerous applications from those living in smaller towns, who admitted that they had no chance at home because none were engaged there without experience. Teaching is a business, and the sooner we place it on a business footing the better will the educational interests of the town be served. A good teacher's position ought not to be rendered unstable by a half hour's visit of a school official, or by the complaint of a single parent whose child does not, perhaps, have the same attention paid to his humors as he does at home. I propose that in the future we

either hire experienced and successful teachers, or educate our own. The latter might be done in this way. Place the graduates of our high school who wish to teach, under the pupilage of a few of our best teachers. Require them to teach a certain length of time, with or without pay, and on leaving this school give them a certificate to teach in the regular schools, or to act as substitutes when the regular teachers are obliged to be absent. This plan has been tried in towns where regular training schools could not be established, and has worked very satisfactorily. We have schools excellently fitted for an experiment of this kind.—F. E. McFEE, *Superintendent*.

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### TEXT-BOOKS.

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BRISTOL.—The text-books in use are generally the same as last year. "How We Are Governed," by Miss A. L. Dawes, has been placed in the high school, as the text-book on the Constitution. Appleton's Natural History Reader has been placed in the first grammar as a supplementary reader, the idea being the same as that which led to the introduction of "Hooker's Book of Nature" in the intermediate schools the previous year.—J. P. REYNOLDS, *Superintendent*.

CUMBERLAND.—*Drawing*.—Among the measures acted upon by the Committee during the past year was one in which they voted "That Drawing be introduced as a study in our schools, and that the series of American Text Books of Art Education, published by Prang & Co., be the manuals adopted."—R. MURRAY, JR., *Superintendent*.

NORTH SMITHFIELD.—The text-books in use have proven satisfactory with few exceptions. Criticism upon the text-book in arithmetic has been made by a number of teachers, who claim that it does not contain a sufficient number of examples to fix the principles firmly in mind, nor problems enough to make an extended application. The judicious teacher notices this, and supplements the exercises with blackboard work, and dictation problems and examples involving the principles studied. Others, lovers of ease, who use the text-book method, consider the book all-sufficient, and their pupils make but little progress.

We have introduced during the year a work upon physiology entitled "Practical Lessons in the School-room upon the Human Body." If used wisely, we feel that the children will gain much elementary knowledge of the human body, the care of it, and the effects of narcotics and stimulants upon it. Supplementary reading has been encouraged, and books furnished, to some extent, by the committee. The results show a marked improvement in reading.—*Committee*.

## TOWN AND DISTRICT SYSTEMS.

BARRINGTON.—*Reasons for a Change.*—The change from district to town management has been made in several of the towns of the State, and we believe in every instance satisfactory results have followed. We cannot think of a single reason for the continuance of the old system here, but there are many and important reasons for a change to the town system. The employing of teachers, the most important part of the trustees' duties, has already been turned over to the committee, so that there remains for the trustee the care of school property and the furnishing of supplies, for which the town pays the bills. There is probably no one who thinks that these duties could not be as well done by the committee. The change will do away with a multiplicity of offices with which none want to be burdened; it will concentrate responsibility in a single body and will remove any possible cause of conflict of authority. In a word, the old system is cumbersome, expensive and unnecessary.—*Committee.*

The district system is both antiquated and unjust.—W. M. CHAPIN, *Superintendent.*

CHARLESTOWN.—*Evils of the District System.*—In the School Commissioner's Report of 1878 we find a "Course of Studies" prepared by him mainly for the district schools; and it was heartily endorsed by the town superintendents, and commended to all schools working without any definite plan. This scheme is practically what the present condition of the ungraded schools, in every town, demands. It is divided into nine periods, and it is well calculated and arranged for the steady advancement of the pupil, showing the order of topics, and the work assigned each respective year. My persistent efforts have utterly failed to accomplish this important work, and it is my impression that I am not alone in the experimental attempt. Some of the teachers, having taught several terms in the same school, succeeded admirably in carrying out the plan to a certain extent; but a frequent change of trustee denotes a positive change of teacher, and, like the wind, results quite as often in checking to a marked degree the progress of the school. These radical changes are truly the germs of contention and strife; and the well regulated school work, in almost every instance, is superseded by that which has no system at all, or at least by an entirely different one.

There is no fixed course of study to guide the teacher, or to encourage the pupil, during the term or year; and neither can there be, so long as the terms vary from five weeks to five months, beginning and ending on any day of the school year. The teacher enters the school-room; the pupils are questioned in relation to their studies; a few of them select the second reader, whereas the fourth reader would be the one adapted to their attainments; but the majority cling to the fourth reader, when the second reader would be the right book for them to use. The other studies are selected in a similar manner. Those pupils desiring to have an easy task take one extreme, while those who are eager to advance take the other; and through these disadvantages the teacher often finds opposition and trouble in classifying and organizing the school. Many times the teacher, at the commencement of the term, is unreasonably blamed by both

pupil and parent for introducing and maintaining just what the schools need—a thorough system of study.

*The System, not the Means Employed, to Blame.*—The public schools in general, where the district system prevails, are not advancing to a higher state of culture and proficiency with all the increased appropriation of town and State. The daily work of the school-room is the sure index that points to this fact, and I feel grieved to acknowledge that such is the state of affairs. Yet my efforts are rendered powerless, in a great measure, to change the course of events. Under the present system, the wants of the schools will never be entirely supplied and the defects removed; and the school committee, who are faithful and try to do their duty, should not be censured, nor be held responsible for the deplorable condition of the public schools of to-day. When the citizens, who have full power to act in behalf of the education that so largely concerns each one of us, will step forward and help displace the old and cumbersome machinery of the district system that has so long hindered the advancement of learning among the people, and place the management of the schools in the hands of competent men, then, and not until then, will the children of our land be better educated, and the schools do the great and noble work for which they were intended.—W. F. TUCKER, *Superintendent*.

*EXETER.—Troubles of the District System.*—The indications now are, that the management of our schools by the district system, so long in vogue, will, at no distant day, be abolished or changed by legal enactment, and their entire control be placed in the hands of the school committee, where I believe it rightly belongs. The detrimental working of the system has been pointed out from time to time by those who have written upon the subject. It does not follow that because the system we now pursue is criticised, therefore we do not appreciate what has been accomplished under it, or that may still be accomplished. The progress made in the schools has been made in spite of the defects and faults of the system under which they have been carried on.

Those who, by reason of their official position, are frequently brought into contact with the schools, and have given the matter a careful consideration, have for a long time been convinced that there are defects which lead to a waste of time and money, which cannot be remedied under the present system. First, there is a lack of centralized and responsible authority. As the case now stands the control of the schools is divided between the inhabitants of a district, the trustees and the school committee, and sufficient power is held by each of these to counteract and destroy the best plans or efforts of the other. This is a fact which, either intentionally or unwittingly, occurs more frequently than we are accustomed to suppose. We have had a sad case in illustration of this truth during the past winter. The trustee engaged to teach the winter school a teacher against whom there was a local prejudice so great that the parents of the district would not send their children to school.

Again, sometimes the trustees and committee, or superintendent, are found unintentionally working at cross purposes. Sometimes the superintendent feels obliged to criticise some method of instruction or government which he finds the teacher pursuing, but after a while learns that the teacher is only carrying out the expressed injunction of the trustee.

Another defect and source of dissatisfaction among the teachers is the inequality of wages paid them. It is a fact of constant occurrence that in two adjoining districts, having about the same number of pupils, and taught by teachers of apparent equal ability, there is considerable difference in the amount of wages received. It not unfrequently occurs that the poorer teacher with a smaller school receives the greater pay. There is no system controlling this matter of wages, nor can there be until the committee, surveying the whole field, have the power to fix the pay according to the demands and needs of each district.

Again, a needless expense is often occasioned by maintaining a district school when the number of pupils are barely sufficient to claim the school money, when such pupils could just as well attend school in an adjoining district and have better instruction than in their own.

These are only a few of the reasons which might be assigned why there should be a change in our school management. There is always a disposition to shirk responsibility upon others when there are failures to be considered. In our present divided up authority in school matters, there is a grand opportunity to shift responsibility from one to another. Let the responsibility for the efficiency, progress and prosperity of our schools be put upon the school committee, and then give to them all needed authority to ensure their success, and then hold them to a strict accountability. If this were done, with a superintendent to look after the details of the work, I am sure we should have better school-houses, better school apparatus, and better schools, with very slight, if any, increase of expense.

In perfecting this plan the school-houses which are now in a poor condition should be repaired by the districts so as to compare with the better houses in the town, and afterward be kept in repair by the committee from the town appropriation. The number of the school committee should be increased to seven or nine members. This would bring together in the meetings of the committee a sufficient number of persons from different parts of the town to keep the committee posted in the condition and needs of the schools, and at the same time would tend to exert a wider influence from the discussion of school matters before a school board composed of members from every locality in the town. Sub-committees could be appointed by the board from their number to attend to details and report their action to the full board. Already there is a law enabling towns to adopt this method of governing their schools, and, as I have before said, the indications now are that they will be required to adopt it before a great while. If we give to this matter our consideration now, we shall be ready for the change when it comes.—J. H. EDWARDS, *Superintendent*.

**HOPKINTON.—More Trustees.**—The district system which now hampers the schools in various ways might be improved, and if it *must* remain in force longer, let the law be so amended that there shall be no less than three trustees, and at the next election let one be elected for one year, one for two years, and one for three years, and afterward let one be elected each year for a term of three years. By so doing there would be somebody in each district who could make arrangements for the spring terms of school before the April election. If found desirable, teachers could be re-engaged and know at the close of the winter term whether they could remain or not.



There are too many who are ready to let somebody else do the work in some localities, and when the annual meeting is called remain at home. One district in town this year, after having three notices posted in conspicuous places for seven days, notifying the annual meeting, failed to get out but *one* legal voter. When the work is properly done the "district system" will be abolished.—*Committee*.

LINCOLN.—*Reasons for the Town System*.—We called attention one year ago to the "town system" and urged the taxpayers and citizens to give consideration to its manifest advantages over the present "district system." Our observation during the past year has strengthened our convictions that Lincoln ought to make the change in the true interest and for the highest welfare of the schools. We believe that the "district system" has "had its day" and no longer meets the wants of our times. It was good once, but now something else is far better. The new wine of present school ideas and methods cannot be safely and advantageously stored in the old bottles of the "district system." Our commendation of the schools needs qualification in the way already indicated, because not only do all our schools *not* attain a fairly uniform excellence, but we think they cannot under present circumstances. In some parts of the town, owing to peculiarly favorable arrangements, the schools would not perhaps be materially benefited by the change. They are already conducted substantially as they would be under the "town system." This is not saying that they are perfect or that more might not be done for their improvement. But in other localities we are convinced that the schools are burdened and hindered by the present arrangements. Matters not under the management of the school committee have, during the past year, seriously affected the condition of the schools. We are fully convinced that the educational work of our town ought to be put into the hands of one board of officers, and that an efficient superintendent, under their direction, should be made their executive and given careful attention to every interest. Sooner or later Lincoln must adopt this course or fall behind other towns that have already preceded it in the march of improvement. Better things ought to be true of a town whose name is great in history, and should inspire its citizens with a noble purpose to seek the best things for public welfare.—*Committee*.

MIDDLETOWN.—*Abolition of Districts Advised*.—Under the present district system the trustees hire the teachers, and they should remember that it is as much the duty of the *trustee* to visit the school as it is of the committee, and as they hire the teachers it is important they *should* visit the school and be able to judge for themselves of the teacher's ability to govern and successfully perform all the duties required to make the school a success. In no other way but by personal observation can the trustee judge if it would be advisable to retain the teacher for another year. I would recommend that the town abolish the district system and place the entire control of the schools in the hands of the committee. This would place the responsibility upon one set of officers instead of two, as is the case now. Such a course would simplify matters, and in my judgment would be a decided advantage to the school. The town should then appoint a superintendent to act under the advice of the committee, and pay him a salary commensurate with the duties required of him.—J. PECKHAM, *Clerk*.

**NEW SHOREHAM.**—In last year's report I called attention to the advantages to be gained by abandoning the obsolete district plan, and reorganizing the school system by substituting in its place a central school board consisting of one member from each district. I intended at the annual town meeting to bring up this measure for consideration, but the plan seemed hardly ripe. I concluded to wait one more year endeavoring during that period to so shape and develop public sentiment as to render the effort to secure this much needed legislation successful. If the town could be induced to adopt this plan, electing as members of the board men capable and willing to serve the community and would raise \$1,000 (last year the amount was \$846.06) the schools might be kept in session for nine months in the year.—C. E. PERRY, *Superintendent*.

**NORTH KINGSTOWN.**—*District Wrangles.*—The schools have labored under many disadvantages during the last year. We have, of course, continued under the district system, and have suffered all the inconveniences incident thereto. There has been the customary district row, dividing the district into factions favorable and unfavorable to the teacher and trustee; the old teacher who was familiar with the school has been dismissed, and another, who, though perhaps equally able, was yet altogether unfamiliar with the school and its peculiarities, has been substituted in her place; and worst of all, politics have crept into some of the district meetings and created an amount of ill feeling which is certainly to be lamented. One of the districts is even now in a most disgraceful wrangle, caused by political differences, over a matter entirely foreign to school affairs. Such things should be stopped at once, and the way to stop them is for the town to abolish the district system, whose usefulness is certainly in the past.—W. C. BAKER, *Superintendent*.

**NORTH SMITHFIELD.**—*Trained Teachers Needed.*—The teacher is largely responsible for the success of our schools. We need in this town more trained and experienced teachers. It is equally important that the minds of our children in this rural district be under the guidance of earnest, faithful, competent instructors as it is for the children of our neighboring larger towns. But this class of instructors has not been hired by a few of our trustees, when teachers well qualified stood waiting for a position in the town. Just so long as trustees persist in favoritism and hiring teachers without regard to qualification, just so long must the progress of our schools be retarded.

We have granted certificates, upon trial, for one term, to all inexperienced teachers that passed the required examination, and have felt obliged to renew the certificates of a few such, who did not prove fully satisfactory, knowing that it would be better for a school to have an experienced teacher than one of no better qualifications without experience, and the delay of a week or more in selecting another. The only recourse the committee has in the matter is in annulling or refusing a certificate.—*Committee*.

**PORTSMOUTH.**—*Gross Injustice.*—We need not look for any marked and lasting improvement in our schools as long as we continue the district system, and the sooner we abolish it the better. We ask for no greater appropriations and would not add to the cost of our schools, but so long as your committee is supposed to be responsible for the proper application of the money we think we should be

allowed to have some voice as to how and to whom it is to be paid. Many of our trustees, as soon as elected, engage some young girl just graduated from some school without any experience and agree to give her precisely the same pay that our most tried and faithful teachers ever get, simply because they, the trustees, can have command of that sum, and we must sanction it and pay the bill.—J. COGGESHALL, *Clerk*.

*A Double-Headed System.*—It is a matter of great regret that the double-headed system of carrying on our schools stands in the way of any efficient work on the part of the superintendent. So long as each district is placed in the charge of a trustee, who is virtually the superintendent of that district, and the schools generally are under the management of a committee it is difficult to see wherein another office is necessary. If the town would abolish the district system, and, as in all progressive towns, place the whole matter in the hands of a school committee, a superintendent could accomplish a great work.

The greatest improvement requires a change of system. The schools in our town will never reach the highest standard so long as the district system prevails. I am warranted in this statement not only from careful study of the facts in our case proving the failure of the present method, but also from the experience of other places where the old and worn-out method has given way to the later and approved town system. The district system is cumbersome, costly, and inefficient. The town system placing the whole number of schools in the hands of a general committee with a competent superintendent at the head is more economical, more systematic, and a hundred fold more efficient.

*Standing in One's Own Light.*—The State of Massachusetts has entirely abolished the old system and with the most gratifying results. The legislature of Rhode Island has already passed an act authorizing towns to make the change and where certain towns have adopted the town system, no inducements could make them depart from the new and better way. Why is there not an advance in public opinion upon the subject in the town of Portsmouth. Have we a right to sit contentedly under an ancient system when improvement and progress is the spirit of the age? No man is thought more of, in these days who prefers to travel in a stage coach, nor is the laborer commended who attempts to do his work with the implements of a hundred years ago. In the same way the usefulness and progress of our schools is continually hindered by persistently and blindly adhering to a method the only merit of which is its antiquity. As to improvement in the schools, in every way, economy of cost, thoroughness of system, and the best educational results the town stands in its own light, so long as it retains the district system.—J. S. PEARCE, *Superintendent*.

*SOUTH KINGSTOWN.—Plea for the District System.*—It has been proposed to abolish the present district system and place the whole control of public schools in the hands of the school committee, the committee assigning teachers to such districts, with such pay as they may consider proper. It has been said in favor of this change that a committee can better judge of the requirements of a district in the matter of a school, than can a trustee who resides therein. The reverse of this seems to us to be true. A trustee who is interested in having a good school in his district can better know what kind of a teacher is required, than can half a dozen gentlemen living in different parts of a town. Besides it

would take away the responsibility and interest from a district, and this we consider of vital importance. The schools are already left too much to the visits of the superintendent instead of being often visited and carefully looked after by those parents and guardians directly interested in their success. However well or ill the district system may have worked in other States, we cannot say; or what special reasons they may have had for this or other changes in their laws. We do not think for the reasons hitherto urged in this behalf, it would be advisable to change our present district system. In this proposed change is shown one of the tendencies of the times, viz., to concentrate power in the hands of a few persons,—in this case from a number of trustees to a small committee. This has not hitherto been Rhode Island doctrine.

*Danger of Concentration of Power.*—The commissioner of public schools in his last annual report proposes another step in the same direction, viz.: the abolition of the examination of teachers by the school committees of the several towns and vesting the duty in the State Board of Education, they to appoint "examiners" in different parts of the State. Whether or not this scheme would, as the commissioner claims, create a uniform standard of qualification throughout our State, is doubtful, but it would beyond doubt create a new and numerous set of salaried officials to be paid from the school fund or by the State. This change does not seem to us desirable.—*Committee.*

WESTERLY.—Our object is, as the superintendent has said in his report, simply that the freemen may give the subject "thoughtful investigation and consideration." We have found the misapprehension quite prevalent that the district system could not be abolished without causing an inequality and injustice in taxation. The permissive act removes any such objection, and also provides that the districts shall have a limited continuance of corporate powers and liabilities sufficient for the enforcement of their rights and duties.

It is certainly a significant fact, that in the Rhode Island School Reports for 1886, the school committees of fourteen different towns condemn the district system, and advocate the adoption of the town system. The simplicity in machinery, the avoidance of a divided responsibility—in short, the union of all the schools in the town under one management and control, must of necessity give better results than can be had under the present system. The committee believe the town system should be adopted in Westerly in the near future; and urge the freemen to give the matter that thought which the best interests of the schools and of the town demand.—A. PERRY, *Clerk.*

*Advantages of Town System of Schools.*—We have given some study to the "town system" of schools and its operation in Massachusetts and New Hampshire. We believe it to be a decided improvement upon the "district system." We call attention to it, that the citizens of the town may give it thoughtful investigation and consideration. We believe that should the town of Westerly adopt this system of the management and supervision of her schools, she would see greater progress and efficiency in them, and be better satisfied with such an administration of her school interests. We here present some of the advantages of the "town system" over the "district system, as we have compared them:

- (1.) In the consolidation of schools which need combining. Under the old

system this cannot be so readily done, because of local interests and prejudices.

(2.) It would simplify the control of schools. It would do away with so many school officers as we have under the "district system," causing a divided authority and responsibility over the schools, which are detrimental to their best administration and success. The simpler the system the less friction in its working, and the more powerful it is to accomplish desired results.

(3.) It would give a better management and supervision of the schools. It puts one competent person over all the schools and school affairs, who shall give all his time, care, and study to them—hence greater efficiency and unity in supervision and management.

(4.) It would secure better teachers, and retain them. It would do away largely with the causes of frequent change of teachers.

(5.) It would give uniformity of time and system, and greater thoroughness in the examination of teachers, and would greatly elevate the standard of qualifications for teaching.

(6.) It would improve and equalize teachers' wages.

(7.) It would secure uniformity in commencing and closing school terms, and also uniformity in the grading, the instruction, and the examination of the pupils.

(8.) It would give us better school-houses, and keep them and their surroundings in better condition.

(9.) It would be a cure for the local difficulties and disturbances which we frequently have under the "district system," and which so demoralize some of our schools.

(10.) It would greatly equalize taxation, simplify school appropriations and apportionments, and especially improve the oversight and expenditure of school funds.

(11.) Because of one control, unity of system, and better supervision, it would secure attendance at school, and better enforcement of school laws.

(12.) We do not believe the "town system" would be more expensive to the town than the "district system." The only increased expense which would be incurred is the employment of a superintendent, and we believe that can be saved by his management of funds, and the purchase of general supplies in large quantities and at reduced prices.—O. U. WHITFORD, *Superintendent*.

WEST GREENWICH.—*Advantages of Consolidation.*—The schools in some of the districts remain very small. It seems to me that if we are to retain the district system, we shall soon have to seek for some practical way to unite some of the districts and maintain fewer schools. With fewer districts, the burden on the town would be less. If, for example, there were but six districts instead of twelve, and as we draw by districts from the State one hundred dollars for each district, and the town is obliged to appropriate as much more, it follows that there would be a saving of six hundred dollars to the town each year, and each of the six districts get more money each year than we now have to a district. If we could reduce our districts by only one or two, we should save in the same proportion, that is, one hundred dollars for each district cancelled. This, when we take into account the very high taxes in this town, is worthy of consideration.—C. F. CARPENTER, *Superintendent*.

# STATISTICAL TABLES.

TABLE I.—SCHOOL CENSUS.

TOWNS.	ENUMERATION, JANUARY, 1887.			ATTENDANCE, YEAR ENDING DECEMBER 31, 1886.						Total number reported at- tending any school.			
	5-15 YEARS OF AGE, INCLUSIVE.			PUBLIC SCHOOLS.		CATHOLIC SCHOOLS.		SELECT SCHOOLS.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Boys.	Girls.	Total.
PROVIDENCE COUNTY.													
Burrillville.....	557	547	1,104	447	426	873	7	11	18	3	.....	3	894
Cranston.....	655	547	1,202	412	408	820	3	.....	3	117	6	123	946
Cumberland.....	848	828	1,676	613	596	1,209	134	137	271	4	5	9	1,489
East Providence.....	790	789	1,579	746	726	1,472	1	20	21	40	42	82	1,675
Foster.....	113	112	225	106	104	210	.....	.....	.....	.....	.....	.....	210
Gloucester.....	189	196	385	166	162	328	.....	.....	.....	.....	.....	.....	328
Johnston.....	765	812	1,577	504	548	1,052	25	37	62	19	6	24	1,138
Lincoln.....	2,052	2,040	4,092	1,353	1,258	2,611	211	276	487	28	23	51	3,149
North Providence.....	228	196	424	166	139	305	8	6	14	3	2	5	314
North Smithfield.....	347	365	712	265	254	519	.....	.....	.....	1	1	2	523
Pawtucket.....	2,468	2,375	4,843	1,872	1,760	3,632	223	211	434	49	51	103	4,199
Providence.....	11,656	11,835	23,491	7,831	7,675	15,506	1,407	1,781	3,248	365	400	765	19,519
Scituate.....	336	314	650	278	264	542	2	.....	.....	6	8	14	568
Smithfield.....	259	267	526	186	204	390	.....	.....	.....	1	.....	1	394
Woonsocket.....	2,002	2,069	4,071	966	892	1,858	722	848	1,571	30	26	56	3,485
Totals.....	23,165	23,292	46,457	15,901	15,416	31,317	2,805	3,331	6,136	666	572	1,238	38,901
NEWPORT COUNTY.													
Jamestown.....	41	54	95	37	45	82	.....	.....	.....	1	2	3	85
Little Compton.....	93	99	192	87	85	172	.....	.....	.....	.....	.....	.....	172
Middletown.....	104	87	191	90	98	188	.....	.....	.....	.....	.....	.....	161
Newport.....	1,723	1,812	3,535	929	956	1,884	274	341	615	67	82	149	2,648
New Shoreham.....	145	112	257	132	97	229	.....	.....	.....	2	7	9	233
Portsmouth.....	115	148	263	103	127	230	.....	.....	.....	.....	.....	.....	231
Tiverton.....	309	294	603	235	232	465	7	14	21	.....	.....	.....	496
Totals.....	2,530	2,606	5,136	1,611	1,607	3,218	281	355	636	72	96	167	4,021

<b>WASHINGTON COUNTY.</b>													
Charlestown.....	107	94	201	97	80	187	.....	.....	.....	.....	.....	.....	187
Exeter.....	112	103	215	108	96	204	.....	.....	.....	.....	.....	.....	204
Hopkinton.....	261	249	510	226	231	437	.....	.....	.....	.....	.....	.....	437
North Kingstown.....	372	403	775	329	339	688	.....	.....	.....	.....	.....	.....	689
Richmond.....	193	184	387	173	168	339	.....	.....	.....	.....	.....	.....	339
South Kingstown.....	670	600	1,170	444	453	897	.....	.....	.....	.....	.....	.....	890
Westerly.....	690	657	1,347	603	553	1,156	.....	.....	.....	.....	.....	.....	1,165
Totals.....	2,305	2,300	4,605	1,980	1,928	3,908	.....	.....	.....	.....	.....	.....	3,991
<b>KENT COUNTY.</b>													
Coventry.....	563	451	1,044	375	277	652	.....	.....	.....	.....	.....	.....	707
East Greenwich.....	297	256	623	186	176	362	.....	.....	.....	.....	.....	.....	416
Warwick.....	1,528	1,311	2,839	840	759	1,599	.....	.....	.....	.....	.....	.....	1,663
West Greenwich.....	106	101	207	101	94	195	.....	.....	.....	.....	.....	.....	195
Totals.....	2,494	2,119	4,613	1,502	1,306	2,808	.....	.....	.....	.....	.....	.....	2,981
<b>BRISTOL COUNTY.</b>													
Barrington.....	101	125	226	85	86	171	.....	.....	.....	.....	.....	.....	176
Bristol.....	658	678	1,336	499	470	969	.....	.....	.....	.....	.....	.....	1,042
Warren.....	420	406	826	208	199	407	.....	.....	.....	.....	.....	.....	493
Totals.....	1,179	1,209	2,388	792	755	1,547	.....	.....	.....	.....	.....	.....	1,711

RECAPITULATION BY COUNTIES.

Providence County.....	23,165	23,292	46,457	15,901	15,416	31,317	2,805	3,331	6,136	666	572	1,238	38,691
Newport County.....	2,520	2,605	5,125	1,611	1,607	3,218	281	355	636	72	45	167	4,921
Washington County.....	2,305	2,300	4,605	1,980	1,928	3,908	.....	.....	.....	37	41	78	5,991
Kent County.....	2,494	2,119	4,613	1,502	1,306	2,808	.....	.....	.....	80	68	148	2,981
Bristol County.....	1,179	1,209	2,388	792	755	1,547	.....	.....	.....	48	36	114	1,711
Totals.....	31,673	31,526	63,199	21,786	21,012	42,795	3,126	3,727	6,852	903	842	1,745	51,395



TABLE II.—SCHOOL CENSUS.

ABSENTEEISM. YEAR ENDING DECEMBER 31, 1886.																	
NUMBER NOT ATTENDING ANY SCHOOL.					NUMBER ATTENDING SCHOOL LESS THAN 12 WEEKS.					Total No. attending school less than 12 weeks.							
Under 7 Years of Age.		7 and under 15.		Total number not attending any school.	15 Years of Age.		7 and under 15.		Total No. attending school less than 12 weeks.	Total No. attending school less than 12 weeks.		Total No. attending school less than 12 weeks.	Increase or decrease from last year in total enumeration, (9-16 years).				
Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.									
TOWNS.																	
PROVIDENCE COUNTY.																	
Burrillville.....	69	67	15	25	16	18	210	6	12	5	9	4	8	44	54	-35	-24
Cranston.....	58	57	58	58	7	18	256	1	6	7	3	1	.....	15	126	+27	-27
Cumberland.....	53	49	29	18	15	23	187	1	6	.....	.....	.....	7	47	-110	+109	
East Providence.....	2	.....	.....	1	1	.....	36	35	2	27	8	3	111	36	-17	+74	
Foster .. ..	3	7	4	.....	.....	1	15	.....	6	8	3	5	17	15	+13	+11	
Glocester .. ..	11	16	7	14	5	4	57	2	8	3	3	5	25	27	+13	+24	
Johnston.....	65	64	107	109	45	49	439	23	21	42	56	5	4	151	419	+25	+595
Lincoln.....	196	207	159	162	105	114	943	23	.....	.....	.....	.....	57	56	+31	+589	
North Providence.....	12	14	32	25	17	10	110	11	5	3	4	2	27	96	-34	+61	
North Smithfield.....	30	31	35	54	16	23	189	11	5	3	4	2	25	127	-8	-436	
Pawtucket.....	233	216	51	67	40	67	674	6	10	5	4	.....	1	1,515	-60	-578	
Providence.....	874	941	680	648	339	390	3,872	146	150	95	92	14	504	1,515	+7	+5	
Scituate.....	22	17	17	15	11	10	92	4	2	2	.....	1	10	34	+33	+132	
Smithfield.....	28	15	31	35	12	11	132	3	7	.....	.....	.....	10	66	+107	+71	
Woonsocket.....	148	140	79	93	55	70	586	28	32	27	31	5	128	230	+255	+1,247	
Totals.....	1,804	1,841	1,304	1,324	685	808	7,766	266	297	190	232	45	35	3,059	-10	-188	
NEWPORT COUNTY.																	
Jamestown.....	2	6	1	.....	.....	1	10	2	6	.....	1	1	11	2	-6	-4	
Little Compton.....	6	7	.....	4	.....	3	20	.....	.....	.....	.....	.....	1	5	5	-3	
Middletown.....	9	10	3	6	.....	2	30	4	.....	4	1	.....	9	14	-5	-19	
Newport.....	298	284	56	72	99	78	887	.....	.....	.....	.....	.....	128	128	+3	-104	
New Shoreham.....	5	4	3	2	3	2	19	4	.....	8	5	.....	1	18	-12	-25	
Portsmouth.....	8	11	4	6	.....	3	32	1	1	.....	3	.....	1	13	-12	-26	
Tiverton.....	23	16	29	17	17	15	117	8	6	28	21	6	72	95	+25	.....	
Totals.....	351	338	96	107	119	104	1,116	19	13	40	32	7	6	275	-10	-188	

## RECAPITULATION BY COUNTIES.

WASHINGTON COUNTY.													
Charlestown.....	6	3	2	2	2	2	1	14	3	3	2	+1	-21
Exeter.....	4	3	1	7	2	3	1	11	16	3	8	-7	-7
Hopkinton.....	28	9	7	7	2	53	4	6	2	2	25	+15	-28
North Kingstown.....	28	43	4	6	1	86	3	4	10	23	26	-14	+14
Rhineham.....	9	4	6	5	4	48	7	5	4	2	45	+32	+11
South Kingstown.....	79	95	13	18	7	220	6	9	1	16	46	+27	+72
Westerly.....	36	52	35	32	13	182	15	16	6	4	107	+19	+19
Totals.....	188	219	68	75	33	31	614	34	49	10	246	+28	+94
KENT COUNTY.													
Coventry.....	46	38	115	100	25	13	337	17	37	3	279	-93	+65
East Greenwich.....	19	18	24	31	5	10	107	1	6	1	90	+18	-7
Warwick.....	177	130	372	306	109	82	1,176	6	6	2	678	+77	+133
West Greenwich.....	4	4	1	2	.....	.....	12	6	3	2	11	+5	-43
Totals.....	246	190	612	439	139	106	1,632	30	46	6	1,035	-16	+212
BRISTOL COUNTY.													
Barrington.....	8	25	6	8	1	2	50	4	6	.....	14	+1	+1
Bristol.....	67	79	38	43	25	42	294	12	13	23	121	+42	-7
Warren.....	40	31	113	98	17	34	333	3	1	.....	211	+36	+69
Totals.....	115	135	157	149	43	78	677	19	20	17	346	+79	+147

Providence County.....	1,804	1,841	1,804	1,824	885	808	7,766	266	297	199	232	45	35	1,074	3,059	+255	+1,247
Newport County.....	351	338	96	107	119	104	1,115	19	13	40	32	7	6	117	275	-10	-188
Washington County.....	188	219	68	75	33	31	614	34	36	54	49	10	10	193	246	+16	+94
Kent County.....	245	190	512	439	139	106	1,632	80	25	46	38	6	4	149	1,035	-212	+212
Bristol County.....	115	135	157	149	43	78	677	19	20	17	23	.....	2	81	346	+79	+147
Totals.....	2,704	2,723	2,137	2,094	1,019	1,127	11,804	368	391	356	374	68	57	1,614	4,961	+336	+1,612

TABLE III.—PUBLIC DAY SCHOOLS.

*School Year ending April 30, 1887.*

TOWNS.	ATTENDANCE.							SCHOOLS.		
	No. of differ- ent boys reg- istered.	No. of differ- ent girls reg- istered.	Total.	No. under 5 or over 15 years of age.	Average No. belonging.	Average at- tendance.	Aggregate number of months' at- tendance.	No. of graded schools.	No. of ungrad- ed schools.	Average length of schools.
<b>PROVIDENCE CO.</b>										M. D.
Burrillville.....	507	478	985	52	661	580	5,180	11	11	8 18
Cranston.....	459	480	939	30	644	543	5,399	12	5	9 19
†Cumberland.....	669	642	1,111	45	733	679	6,746	12	11	9 17
East Providence.....	767	769	1,536	88	1,143	1,039	10,650	20	6	10 5
†Foster.....	112	145	257	29	199	183	1,148	...	17	7 11
†Glocester.....	185	181	366	22	259	229	1,888	2	11	8 3
Johnston.....	703	740	1,443	67	893	779	7,669	13	13	9 14
†Lincoln.....	1,805	1,719	3,524	55	2,060	1,874	18,676	41	4	9 19
†North Providence.....	188	172	360	7	243	216	2,149	5	1	9 19
†North Smithfield..	230	301	531	21	338	294	2,940	4	10	9 17
Pawtucket.....	2,163	2,099	4,262	225	3,139	2,875	23,750	62	4	10 ....
Providence.....	8,674	8,555	17,229	1,132	13,339	12,358	123,580	256	...	10 ....
Schuette.....	298	316	614	61	409	367	3,120	4	16	8 8
†Smithfield.....	246	243	489	19	305	266	2,334	5	7	8 10
Woonsocket.....	1,483	1,379	2,862	172	1,574	1,467	14,303	34	3	9 16
<b>Totals.....</b>	<b>18,389</b>	<b>18,119</b>	<b>36,508</b>	<b>2,025</b>	<b>25,939</b>	<b>23,729</b>	<b>234,532</b>	<b>481</b>	<b>119</b>	<b>9 15</b>
<b>NEWPORT COUNTY.</b>										
Jamestown.....	46	53	99	5	66	52	431	2	1	8 7
Little Compton.....	117	102	219	37	150	124	1,074	...	9	8 14
Middletown.....	92	71	163	17	125	107	1,016	...	5	9 10
Newport.....	1,178	1,139	2,317	81	1,760	1,606	16,050	39	1	10 ....
New Shoreham.....	135	105	240	23	174	149	1,134	...	5	7 16
Portsmouth.....	155	155	310	46	196	173	1,699	2	8	9 18
Tiverton.....	264	252	516	26	353	314	3,056	...	13	9 15
<b>Totals.....</b>	<b>1,987</b>	<b>1,877</b>	<b>3,864</b>	<b>235</b>	<b>2,828</b>	<b>2,524</b>	<b>24,460</b>	<b>43</b>	<b>42</b>	<b>9 12</b>
<b>WASHINGTON CO.</b>										
†Charlestown.....	101	108	204	25	147	129	1,060	1	7	7 16
†Exeter.....	115	103	218	20	169	138	1,159	...	11	8 6
†Hopkinton.....	324	322	646	79	381	336	3,041	8	8	8 18
North Kingstown..	386	381	767	23	532	472	4,135	9	10	8 12
†Richmond.....	222	220	442	46	267	231	2,002	4	12	8 4
†South Kingstown..	504	524	1,028	85	723	616	4,938	10	17	7 15
†Westerly.....	817	789	1,606	153	1,108	996	9,629	19	10	9 9
<b>Totals.....</b>	<b>2,469</b>	<b>2,442</b>	<b>4,911</b>	<b>431</b>	<b>3,327</b>	<b>2,918</b>	<b>25,964</b>	<b>51</b>	<b>75</b>	<b>8 11</b>
<b>KENT COUNTY.</b>										
Coventry.....	426	354	780	46	504	438	3,808	8	14	8 8
East Greenwich....	208	182	390	13	287	252	2,103	6	4	8 6
Warwick.....	1,293	1,193	2,486	104	1,526	1,366	12,904	28	7	9 8
West Greenwich....	119	111	230	23	156	129	1,082	...	12	8 7
<b>Totals.....</b>	<b>2,046</b>	<b>1,840</b>	<b>3,886</b>	<b>186</b>	<b>2,473</b>	<b>2,185</b>	<b>19,897</b>	<b>42</b>	<b>37</b>	<b>8 16</b>
<b>BRISTOL COUNTY.</b>										
Barrington.....	128	115	243	27	163	141	1,410	3	3	10 ....
Bristol.....	546	509	1,055	39	855	787	7,870	15	3	10 ....
Warren.....	238	232	470	8	385	348	3,480	6	3	10 ....
<b>Totals.....</b>	<b>912</b>	<b>856</b>	<b>1,768</b>	<b>74</b>	<b>1,403</b>	<b>1,276</b>	<b>12,760</b>	<b>24</b>	<b>9</b>	<b>10 ....</b>

## RECAPITULATION BY COUNTIES.

Providence County.	18,389	18,119	36,508	2,025	25,939	23,729	234,532	481	119	9 15
Newport County....	1,987	1,877	3,864	235	2,828	2,524	24,460	43	42	9 12
Washington County	2,469	2,442	4,911	431	3,327	2,918	25,964	51	75	8 11
Kent County.....	2,046	1,840	3,886	186	2,473	2,185	19,897	42	37	8 16
Bristol County.....	912	856	1,768	74	1,403	1,276	12,760	24	9	10 ....
<b>Totals.....</b>	<b>25,803</b>	<b>25,134</b>	<b>*50,937</b>	<b>2,961</b>	<b>35,970</b>	<b>32,632</b>	<b>317,613</b>	<b>641</b>	<b>282</b>	<b>9 10</b>

\* Deducting 1,430, the number of pupils reported as registered in more than one town in the State during the year from 50,937 we have 49,507 as the number of different persons reported as registered in the public day schools.

† Towns which have Joint Districts.

TABLE IV.—PUBLIC DAY SCHOOLS.

School Year ending April 30, 1887.

TOWNS.	TEACHERS.										
	Male.	Female.	No. of begin- ners.	EDUCATION.					Total No. of different teachers.	Average No. of teachers.	No. of pupils per teacher per average belonging.
				No. edu- cated at Colleges or Uni- versities.	No. edu- cated at Acade- mies or High Schools.	No. edu- cated at Normal Schools.	No. edu- cated at Common Schools.				
PROVIDENCE CO.											
Burrillville.....	1	28	4	1	10	9	9	29	22	80	
Cranston.....	4	23	3	3	12	7	5	27	19	34	
Cumberland.....	5	27	0	1	14	12	5	32	25	29	
*East Providence....	1	37	2	2	13	22	1	38	32	36	
Foster.....	11	18	4	...	13	5	11	29	17	12	
Glocester.....	6	17	8	2	8	10	3	23	14	19	
Johnston.....	5	32	4	1	22	12	2	37	27	33	
Lincoln.....	4	44	3	1	29	15	3	48	46	45	
*North Providence....	3	7	2	...	4	2	4	10	7	35	
North Smithfield.....	2	18	5	1	13	5	1	20	14	24	
*Pawtucket.....	8	70	4	6	44	27	1	78	74	42	
*Providence.....	21	347	9	18	276	67	7	368	365	37	
Scituate.....	5	21	7	1	12	10	3	26	20	20	
Smithfield.....	...	14	1	...	6	6	2	14	12	25	
*Woonsocket.....	5	44	7	6	33	10	...	49	42	37	
Totals.....	81	747	69	43	509	219	57	828	736	35	
NEWPORT COUNTY.											
*Jamestown.....	3	2	2	2	3	...	...	5	3	22	
Little Compton.....	4	12	1	...	9	5	2	16	9	17	
Middletown.....	...	6	1	...	4	...	2	6	5	25	
*Newport.....	6	48	6	3	32	16	3	54	51	35	
New Shoreham.....	6	3	1	...	4	4	1	9	5	36	
Portsmouth.....	2	12	1	...	7	5	2	14	10	20	
Tiverton.....	5	15	3	...	7	7	6	20	15	24	
Totals.....	26	98	15	5	66	37	16	124	98	29	
WASHINGTON CO.											
Charlestown.....	...	10	1	...	5	3	2	10	8	18	
Exeter.....	8	11	4	...	5	1	13	19	11	15	
Hopkinton.....	8	19	3	6	5	5	11	27	16	24	
North Kingstown.....	8	21	4	3	16	6	4	29	19	28	
Richmond.....	8	24	5	1	17	5	9	32	16	17	
South Kingstown.....	8	30	7	2	19	7	10	38	27	27	
Westerly.....	9	32	3	4	21	14	2	41	30	37	
Totals.....	49	147	27	16	88	41	51	196	127	26	
KENT COUNTY.											
Coventry.....	8	30	6	2	10	8	18	38	22	23	
East Greenwich.....	3	9	1	...	9	1	2	12	10	29	
Warwick.....	11	31	4	...	16	17	9	42	35	44	
West Greenwich.....	5	16	3	1	6	4	10	21	12	13	
Totals.....	27	86	14	3	41	30	39	113	79	31	
BRISTOL COUNTY.											
*Barrington.....	1	6	...	...	1	6	...	7	6	27	
*Bristol.....	3	22	1	1	18	6	...	25	24	36	
*Warren.....	3	14	1	2	9	6	...	17	13	30	
Totals... ..	7	42	2	3	28	18	...	49	43	33	

RECAPITULATION BY COUNTIES.

Providence County...	81	747	69	43	509	219	57	828	736	35
Newport County.....	26	98	15	5	66	37	16	124	98	29
Washington County..	49	147	27	16	88	41	51	196	127	26
Kent County. . . . .	27	86	14	3	41	30	39	113	79	31
Bristol County.....	7	42	2	3	28	18	...	49	43	33
Totals.....	190	1,120	127	70	732	345	163	1,310	1,083	33

Cities or towns in which the town system prevails are designated by a \*.

TABLE V.—PUBLIC SCHOOLS.

*School Year ending April 30, 1887.*

TOWNS.	RECEIPTS.						Totals.
	Balances from last year.	From State for Day and Evening Schools and Apparatus.	From Town for Day and Evening Schools, Supervision and Apparatus.	From District Taxation.	From School Funds, Individuals and Corporations.	From Registry Taxes and all other sources.	
PROVIDENCE Co.							
Burrillville.....	\$292 20	\$2,960 60	\$4,500 00	\$1,104 98	\$18 83	\$799 21	\$9,675 82
Cranston.....	1,266 41	3,108 44	5,250 00	344 68	2 26	831 50	10,803 29
Cumberland.....	772 71	4,022 74	8,465 00	11 27		772 06	14,043 78
East Providence.....	1,742 00	3,396 88	15,000 00			796 26	20,936 14
Foster.....	197 30	1,769 63	1,782 61		7 01	90 51	3,827 06
Glocester.....	66 44	1,743 01	2,158 01	356 06	3 50	166 45	4,493 47
Johnston.....	57 24	3,473 03	7,920 00	105 26	6 00	713 75	12,275 28
Lincoln.....	1,902 19	6,312 67	17,420 00	8,181 29	15 00	1,591 65	35,422 80
North Providence.....	91 53	811 10	2,300 00	*643 98		330 00	4,176 61
North Smithfield.....	154 30	2,248 88	3,100 00		52 00	290 00	5,845 18
Pawtucket.....	23,682 25	8,528 20	46,000 00	*41,141 56		4,525 82	123,777 83
Providence.....		30,045 26	225,345 36	*67,789 96		16,584 45	339,765 01
Scituate.....	300 99	2,329 52	2,600 00	926 14	38 00	537 81	6,731 96
Smithfield.....	1,043 47	1,658 96	2,600 00		18 30	294 00	5,614 73
Woonsocket.....		6,958 65	27,943 30			1,855 23	36,757 18
Totals.....	\$31,469 03	\$79,367 57	\$372,364 27	\$120,605 17	\$160 90	\$30,178 20	\$634,145 14
NEWPORT COUNTY.							
Jamestown.....	\$21 92	\$446 64	\$500 15			\$29 40	\$998 11
Little Compton.....	50 77	1,247 89	2,064 84	\$474 44		36 21	3,874 15
Middletown.....	392 32	759 70	1,664 00			176 72	2,962 74
Newport.....	18,181 47	6,365 65	36,000 00		\$5,145 75	1,822 50	67,515 37
New Shoreham.....	255 90	846 06	881 06	124 25		142 67	2,260 24
Portsmouth.....	991 18	1,354 66	2,861 00			99 09	5,295 93
Tiverton.....	90 16	2,067 79	3,800 00	1,055 00	16 25	57 80	7,076 98
Totals.....	\$19,983 71	\$13,078 39	\$47,761 05	\$1,653 69	\$5,162 00	\$2,364 69	\$90,003 53
WASHINGTON Co.							
Charlestown.....	\$46 23	\$983 89	\$1,047 44			\$141 31	\$2,218 87
Exeter.....	292 60	1,483 02	1,536 44			98 50	3,410 56
Hopkinton.....	1,254 27	2,190 21	2,375 46	\$2,488 04		195 72	8,473 70
North Kingstown.....	1,175 27	2,443 93	3,725 00	206 83	\$4 80	372 66	7,928 49
Richmond.....	141 81	1,919 68	2,050 00	928 87	196 38	139 74	5,376 43
South Kingstown.....	1,108 43	2,847 42	4,272 42	1,370 90	271 46	341 14	10,211 77
Westerly.....	435 58	3,161 67	3,329 67	12,707 44	9 50	1,017 94	20,661 80
Totals.....	\$4,454 19	\$14,999 82	\$18,336 43	\$17,702 08	\$482 14	\$2,307 01	\$58,281 67
KENT COUNTY.							
Coventry.....	\$65 85	\$2,707 02	\$3,650 00		\$80 36	\$382 35	\$6,885 58
East Greenwich.....	180 20	1,619 72	1,650 00	\$269 54	130 50	267 15	4,007 11
Warwick.....	1,943 12	4,913 09	8,000 00	4,328 96	158 39	2,263 12	21,606 68
West Greenwich.....	61 24	1,458 93	1,483 93	147 44	2 85	122 05	3,276 44
Totals.....	\$2,250 41	\$10,598 76	\$14,783 93	\$4,745 94	\$372 10	\$3,024 47	\$35,775 81
BRISTOL COUNTY.							
Barrington.....	\$445 32	\$826 11	\$2,150 00			\$160 00	\$3,581 43
Bristol.....		3,045 00	9,014 70		\$1,044 49	389 50	13,493 69
Warren.....	1,062 42	2,028 96	4,300 00		715 56	836 95	8,943 89
Totals.....	\$1,507 74	\$5,900 07	\$15,464 70		\$1,760 05	\$1,386 45	\$26,019 01

## RECAPITULATION BY COUNTIES.

Providence County.....	\$31,469 03	\$79,367 57	\$372,364 27	\$120,605 17	\$160 90	\$30,178 20	\$634,145 14
Newport County.....	19,983 71	13,078 39	47,761 05	1,653 69	5,162 00	2,364 69	90,003 53
Washington County.....	4,454 19	14,999 82	18,336 43	17,702 08	482 14	2,307 01	58,281 67
Kent County.....	2,250 41	10,598 76	14,783 93	4,745 94	372 10	3,024 67	35,775 81
Bristol County.....	1,507 74	5,900 07	15,464 70		1,760 05	1,386 45	26,019 01
Totals.....	\$59,665 08	\$123,944 61	\$468,710 38	\$144,706 88	\$7,937 19	\$39,261 02	\$844,225 16

\* City or town appropriation for sites, buildings, etc.

TABLE VI.—PUBLIC SCHOOLS.

*School Year ending April 30, 1887.*

TOWNS.	EXPENDITURES.					Total.	Amount paid on debts incurred prior to this year.
	PERMANENT.		CURRENT.				
	Sites, Buildings and Furniture.	Libraries and Apparatus.	Day Schools.	Evening Schools.	School Supervision.		
PROVIDENCE CO.							
Burrillville.....	\$474 45	\$117 05	\$7,845 84	\$102 30	\$240 25	\$8,779 89	\$530 47
Cranston.....	399 50	189 95	8,381 65	.....	150 00	9,121 10	846 70
Cumberland.....	50 53	408 75	11,529 74	891 14	265 00	13,145 16	125 00
East Providence..	2,034 85	450 84	16,331 29	.....	500 00	19,316 98	305 82
Foster.....	.....	14 03	3,459 00	.....	.....	3,473 03	.....
Glocester.....	352 26	1 60	3,909 67	.....	175 00	4,438 53	2 00
Johnston.....	3,845 09	41 57	11,109 25	.....	320 00	15,335 91	13 00
Lincoln.....	1,465 13	391 32	25,259 91	1,100 00	400 00	28,616 36	6,806 44
North Providence.	730 43	.....	3,365 38	.....	50 00	4,145 81	.....
North Smithfield..	137 67	.....	5,289 27	102 00	100 00	5,628 94	59 50
Pawtucket.....	31,398 04	486 83	49,297 88	2,486 40	2,378 00	86,047 15	.....
Providence.....	67,789 95	442 34	250,623 36	15,535 69	5,273 67	339,715 01	.....
Scituate.....	188 76	.....	5,454 92	76 00	100 00	5,819 68	729 65
Smithfield.....	212 19	.....	4,406 96	.....	200 00	4,821 15	.....
*Woonsocket.....	4,068 72	108 84	28,875 20	1,695 03	991 67	35,740 46	.....
Totals.....	\$113,167 57	\$2,703 12	\$435,141 32	\$21,989 56	\$11,143 59	\$584,145 16	\$9,418 58
NEWPORT CO.							
Jamestown.....	.....	\$50 30	\$898 02	.....	\$25 00	\$973 32	.....
Little Compton....	\$82 35	.....	2,947 05	.....	40 00	3,069 40	\$283 82
Middletown.....	230 92	17 00	2,396 54	.....	64 00	2,708 46	.....
Newport.....	4,256 62	344 44	41,053 11	\$1,058 34	3,525 01	50,237 52	.....
New Shoreham.....	65 37	.....	1,896 06	.....	35 00	1,996 43	2 40
Portsmouth.....	.....	.....	4,249 90	.....	51 00	4,300 90	.....
Tiverton.....	39 09	49 52	5,725 23	.....	60 00	5,873 84	1,024 20
Totals.....	\$4,674 35	\$461 26	\$59,165 91	\$1,058 34	\$3,800 01	\$69,159 87	\$1,310 42
WASHINGTON CO.							
Charlestown.....	.....	\$22 90	\$2,104 48	.....	\$75 00	\$2,202 38	.....
Exeter.....	.....	21 15	2,853 66	.....	64 00	2,938 81	.....
Hopkinton.....	\$141 57	33 77	6,080 95	.....	215 25	6,471 54	\$1,545 50
North Kingstown..	155 37	20 10	7,162 49	.....	225 00	7,662 96	84 44
Richmond.....	951 24	2 59	4,193 31	.....	100 00	5,247 14	.....
South Kingstown..	316 14	1 35	8,599 60	.....	425 00	9,342 09	.....
Westerly.....	6,574 29	79 00	16,231 07	.....	200 00	23,084 36	.....
Totals.....	\$8,138 61	\$180 86	\$47,225 56	.....	\$1,304 25	\$56,849 28	\$1,629 94
KENT COUNTY.							
Coventry.....	\$3 44	\$11 25	\$6,393 86	.....	\$150 00	\$6,558 55	.....
East Greenwich....	145 48	.....	3,578 30	.....	50 00	3,773 78	\$160 59
Warwick.....	33,185 32	274 80	15,404 47	.....	238 70	49,103 29	.....
West Greenwich....	143 90	.....	3,052 79	.....	25 00	3,221 69	.....
Totals.....	\$33,478 14	\$286 05	\$28,429 42	.....	\$463 70	\$62,657 31	\$160 59
BRISTOL COUNTY.							
Barrington.....	\$473 70	\$100 00	\$3,300 45	.....	\$100 00	\$3,974 15	.....
*Bristol.....	789 02	53 70	12,100 97	.....	550 00	12,493 69	.....
Warren.....	760 17	308 87	6,726 23	\$215 30	175 00	8,185 57	.....
Totals.....	\$2,022 89	\$462 57	\$22,127 65	\$215 30	\$825 00	\$25,653 41	.....

## RECAPITULATION BY COUNTIES.

Providence Co...	\$113,167 57	\$2,703 12	\$435,141 32	\$21,989 56	\$11,143 59	\$584,145 16	\$9,418 58
Newport County.	4,674 35	461 26	59,165 91	1,058 34	3,800 01	69,159 87	1,310 42
Washington Co.	8,138 61	180 86	47,225 56	.....	1,304 25	56,849 28	1,629 94
Kent County.....	33,478 14	286 05	28,429 42	.....	463 70	62,657 31	160 59
Bristol County...	2,022 89	462 57	22,127 65	215 30	825 00	25,653 41	.....
Totals.....	\$161,481 56	\$4,093 86	\$592,089 86	\$23,263 20	\$17,536 55	\$798,465 03	\$12,519 53

\* Towns which furnish free text-books.

TABLE VII.—PUBLIC DAY SCHOOLS.

School Year ending April 30, 1887.

TOWNS.	TEACHERS' WAGES.										COST OF INSTRUCTION INCLUDING ONLY TEACHERS' WAGES.				
	Aggregate number of months' ser.	Aggregate number of months' ser.	Aggregate number of months' ser.	Aggregate number of months' ser.	Aggregate number of months' ser.	Aggregate number of months' ser.	Aggregate number of months' ser.	Aggregate number of months' ser.	Aggregate number of months' ser.	Aggregate number of months' ser.	Cost per capita of school population, Jan., 1887.	Cost per capita of pupils enrolled.	Cost per capita of belonging.	Cost per capita of average attend.	Cost per month for each pupil's instruction.
<b>PROVIDENCE COUNTY.</b>															
Burrillville.....	2	194	\$7,180 00	\$7,270 60	\$45 00	\$400 50	\$37 01	\$329 39	\$6 59	\$7 38	\$11 00	\$12 54	\$13 31	\$14 81	\$1 40
Cranston.....	20	170	6,156 00	7,227 75	63 59	533 22	36 21	360 29	6 01	7 70	11 22	13 31	14 81	16 31	1 34
Cumberland.....	35	200	2,068 00	10,058 99	59 09	582 03	39 95	393 50	6 00	9 05	13 72	14 81	16 31	17 81	1 49
*East Providence.....	10	317	1,163 00	13,708 00	116 50	1,194 12	39 57	405 59	8 68	8 92	11 99	13 19	14 81	16 31	1 29
Foster.....	53	76	1,439 82	3,342 54	27 17	205 13	25 04	189 05	14 83	13 01	16 80	20 51	22 01	23 51	2 91
Glocester.....	26	89	938 65	2,749 81	3,683 46	36 10	294 21	291 83	9 53	10 78	14 24	16 11	17 61	19 11	1 65
*Johnston.....	38	224	2,668 75	7,625 30	64 92	64 92	34 04	330 19	6 15	6 10	10 44	12 44	14 44	16 44	1 15
Lincoln.....	40	429	3,385 00	18,127 10	84 62	841 97	42 26	420 49	5 28	5 28	8 62	10 44	12 44	14 44	1 15
North Providence.....	16	51	1,015 00	3,104 00	63 43	631 13	40 66	407 55	7 32	8 62	12 77	14 37	16 37	18 37	1 44
North Smithfield.....	12	125	2,113 50	4,809 13	49 83	488 86	33 71	332 04	6 75	9 06	14 23	16 36	18 36	20 36	1 64
*Pawtucket.....	80	657	8,748 75	39,195 68	109 36	1,093 60	48 31	483 40	8 09	9 20	12 49	13 63	15 63	17 63	1 88
*Providence.....	205	3,447	82,000 00	218,698 92	156 10	1,561 00	53 53	535 80	9 28	12 58	16 25	17 53	19 53	21 53	1 75
Schuette.....	29	137	1,066 87	5,072 43	36 79	309 03	29 24	245 62	7 51	8 28	12 40	13 82	15 82	17 82	1 63
Smithfield.....	105	373	3,949 27	21,191 15	98 87	983 98	37 61	319 65	5 21	7 40	12 95	14 85	16 85	18 85	1 69
*Woonsocket.....	34	373	17,829 68	21,191 15	98 87	983 98	37 61	319 65	5 21	7 40	12 95	14 85	16 85	18 85	1 69
Totals.....	600	6,594	\$311,506 42	\$370,519 08	\$98 35	\$658 91	\$47 24	\$460 59	\$7 98	\$10 15	\$14 28	\$15 61	\$17 61	\$19 61	\$1 58
<b>NEWPORT COUNTY.</b>															
Jamestown.....	8	17	\$495 00	\$828 00	\$41 98	\$345 52	\$29 12	\$243 15	\$8 69	\$8 34	\$12 52	\$15 88	\$18 88	\$21 88	\$1 92
Little Compton.....	18	60	2,003 75	2,743 75	41 11	357 66	33 40	280 58	14 23	12 63	17 47	20 13	22 13	24 13	2 15
Middleton.....	45	45	2,184 00	3,164 00	174 17	1,741 70	52 24	432 25	11 43	13 40	19 41	21 29	23 29	25 29	2 15
Newport.....	60	454	10,450 00	31,165 26	174 17	1,741 70	52 24	432 25	11 43	13 40	19 41	21 29	23 29	25 29	2 15
New Shoreham.....	28	11	1,415 08	1,784 58	50 64	394 21	29 04	238 51	6 75	7 23	9 74	11 64	13 64	15 64	1 63
Portsmouth.....	10	89	432 00	3,853 50	43 20	427 68	38 44	380 56	14 65	12 43	19 68	22 27	24 27	26 27	2 27
Tiverton.....	22	124	4,418 50	5,181 99	84 70	338 32	33 63	347 39	8 59	10 04	15 68	18 50	21 50	24 50	1 70
Totals.....	146	803	\$30,557 61	\$50,689 18	\$96 79	\$929 18	\$45 53	\$437 09	\$9 87	\$13 12	\$17 92	\$20 08	\$22 08	\$24 08	\$2 07

<b>WASHINGTON COUNTY.</b>													
Charlestown.....	61	\$1,282 75	\$2,012 10	\$2,012 10	\$2,012 10	\$2,012 10	\$2,012 10	\$2,012 10	\$2,012 10	\$2,012 10	\$2,012 10	\$2,012 10	\$2,012 10
Exeter.....	58	1,438 06	2,721 41	2,721 41	2,721 41	2,721 41	2,721 41	2,721 41	2,721 41	2,721 41	2,721 41	2,721 41	2,721 41
Hopkinton.....	35	1,891 30	3,474 78	3,474 78	3,474 78	3,474 78	3,474 78	3,474 78	3,474 78	3,474 78	3,474 78	3,474 78	3,474 78
North Kingstown.....	37	2,020 85	4,394 50	4,394 50	4,394 50	4,394 50	4,394 50	4,394 50	4,394 50	4,394 50	4,394 50	4,394 50	4,394 50
Richmond.....	24	979 18	2,894 07	2,894 07	2,894 07	2,894 07	2,894 07	2,894 07	2,894 07	2,894 07	2,894 07	2,894 07	2,894 07
South Kingstown.....	50	2,794 25	6,076 70	6,076 70	6,076 70	6,076 70	6,076 70	6,076 70	6,076 70	6,076 70	6,076 70	6,076 70	6,076 70
*Westerly.....	233	4,820 07	9,035 14	9,035 14	9,035 14	9,035 14	9,035 14	9,035 14	9,035 14	9,035 14	9,035 14	9,035 14	9,035 14
Totals.....	836	\$13,788 40	\$28,325 95	\$28,325 95	\$28,325 95	\$28,325 95	\$28,325 95	\$28,325 95	\$28,325 95	\$28,325 95	\$28,325 95	\$28,325 95	\$28,325 95
<b>KENT COUNTY.</b>													
Coventry.....	35	\$1,322 35	\$4,542 09	\$4,542 09	\$4,542 09	\$4,542 09	\$4,542 09	\$4,542 09	\$4,542 09	\$4,542 09	\$4,542 09	\$4,542 09	\$4,542 09
East Greenwich.....	14	846 00	2,140 00	2,140 00	2,140 00	2,140 00	2,140 00	2,140 00	2,140 00	2,140 00	2,140 00	2,140 00	2,140 00
Warwick.....	83	6,242 75	8,266 55	8,266 55	8,266 55	8,266 55	8,266 55	8,266 55	8,266 55	8,266 55	8,266 55	8,266 55	8,266 55
West Greenwich.....	28	886 16	2,011 06	2,011 06	2,011 06	2,011 06	2,011 06	2,011 06	2,011 06	2,011 06	2,011 06	2,011 06	2,011 06
Totals.....	160	\$8,297 26	\$16,960 40	\$16,960 40	\$16,960 40	\$16,960 40	\$16,960 40	\$16,960 40	\$16,960 40	\$16,960 40	\$16,960 40	\$16,960 40	\$16,960 40
<b>BRISTOL COUNTY.</b>													
*Barrington.....	10	\$800 00	\$1,830 00	\$1,830 00	\$1,830 00	\$1,830 00	\$1,830 00	\$1,830 00	\$1,830 00	\$1,830 00	\$1,830 00	\$1,830 00	\$1,830 00
*Bristol.....	30	2,600 00	6,620 00	6,620 00	6,620 00	6,620 00	6,620 00	6,620 00	6,620 00	6,620 00	6,620 00	6,620 00	6,620 00
*Warren.....	13	1,400 00	4,275 00	4,275 00	4,275 00	4,275 00	4,275 00	4,275 00	4,275 00	4,275 00	4,275 00	4,275 00	4,275 00
Totals.....	53	\$4,800 00	\$12,725 00	\$12,725 00	\$12,725 00	\$12,725 00	\$12,725 00	\$12,725 00	\$12,725 00	\$12,725 00	\$12,725 00	\$12,725 00	\$12,725 00

RECAPITULATION BY COUNTIES.

Providence County.....	600	\$59,012 66	\$311,506 42	\$370,519 08	\$98 35	\$98 35	\$47 24	\$460 50	\$7 98	\$10 15	\$14 28	\$15 61	\$1 58
Newport County.....	146	14,131 57	36,557 61	50,689 18	96 78	929 18	45 53	437 09	9 87	13 12	17 92	20 08	2 07
Washington County.....	251	839	13,788 40	28,325 95	54 93	469 65	33 76	288 65	9 15	8 58	12 66	14 43	1 62
Kent County.....	160	533	8,297 26	16,960 40	51 88	456 37	31 82	280 01	5 48	6 50	10 21	11 56	1 27
Bristol County.....	53	380	4,800 00	12,725 00	90 56	905 60	33 49	334 90	7 34	9 91	12 49	13 73	1 37
Totals.....	1,210	9,149	\$100,029 89	\$406,075 38	\$506,105 27	\$82 67	\$785 36	\$44 38	\$421 61	\$8 01	\$10 22	\$14 07	\$1 59

NOTE.—Average yearly salary is obtained by multiplying average wages per month by the average length of schools or school year, as found in Table III.

\* Towns which have Free High Schools.



TABLE VIII.—PUBLIC DAY SCHOOLS.

*School Year ending April 30, 1887.*

TOWNS.	COMPARATIVE STATISTICS OF ATTENDANCE, COST AND LENGTH OF SCHOOLS.															
	Per cent. of those attending any school to whole school population, Census, January, 1887.	Rank.	Rank the year preceding.	Per cent. of average attendance in public day schools, to whole number of different pupils enrolled.	Rank.	Rank the year preceding.	Amount of town appropriation for public schools, per school population.	Amount spent for current expenses of public day schools, including supervision, per school population.	Rank.	Rank the year preceding.	Rank as to cost per school population, including only teachers' wages.	Rank the year preceding.	Rank as to cost per average belonging, including only teachers' wages.	Rank the year preceding.	Rank as to cost per average attendance, including only teachers' wages.	Rank the year preceding.
<b>PROVIDENCE COUNTY.</b>																
Burrillville.....	81.	22	27	58.9	21	36	\$4.08	\$7.32	31	28	27	32	29	34	29	26
Cranston.....	78.7	25	20	57.8	23	24	4.37	7.10	31	32	30	33	27	31	27	33
Cumberland.....	88.8	11	28	61.1	16	18	4.77	7.04	32	30	31	29	18	31	29	32
East Providence.....	99.7	1	1	67.6	5	10	9.50	10.66	15	16	19	17	24	24	26	23
Foster.....	93.4	4	2	63.4	9	25	7.83	15.37	3	1	1	3	6	5	4	4
Glocester.....	85.2	18	9	62.6	12	24	4.98	10.31	16	13	10	11	13	14	10	10
Johnston.....	72.2	33	32	54.6	31	29	3.80	7.55	30	34	33	31	13	31	31	31
Lincoln.....	77.1	28	13	53.2	32	27	4.25	6.97	34	27	34	33	30	33	29	35
North Providence.....	73.5	31	23	60.2	18	9	5.42	8.06	24	26	22	23	21	32	32	21
North Smithfield.....	86.1	15	26	55.4	28	22	3.69	7.57	26	23	23	15	16	14	19	14
Pawtucket.....	83.5	20	34	71.7	3	3	8.28	10.37	14	13	13	5	5	27	24	27
Providence.....	85.8	16	8	59.8	20	32	3.85	10.94	12	14	20	23	14	24	27	20
Scituate.....	83.6	19	15	58.8	20	32	3.85	8.55	22	24	20	20	27	24	22	11
Smithfield.....	74.9	30	18	54.4	30	35	4.94	8.16	21	7	21	8	26	26	16	13
Woonsocket.....	83.6	17	14	51.3	36	30	5.82	7.34	28	35	36	31	32	18	20	26
<b>NEWPORT COUNTY.</b>																
James town.....	89.5	9	15	52.5	33	33	5.00	9.72	17	19	15	17	21	7	16	5
Little Compton.....	89.6	8	4	56.6	24	11	10.53	15.56	2	3	2	3	4	3	3	3
Middletown.....	84.3	19	30	65.6	7	6	8.38	12.88	7	2	9	2	6	3	6	1

3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11	13	15	13	15	13	11	17	12	14	11	11	13	11	13	15	19	14	2
WASHINGTON COUNTY.																							
3	2	11	7	8	4	2	3	1	2	4	3	15	3	1	3	2	2	4	4	8	3	2	3
26	11	2	26	33	32	26	31	11	2	34	34	30	8	8	3	35	34	32	32	7	6	19	11
16	14	12	18	14	11																		

COUNTIES.

Providence County.....	83.3	2	2	65.	3	3	7.62	2	2	9.61	4	4	3	4	2	2	2	2	3	3	2
Newport County.....	78.3	3	3	65.3	2	2	9.36	1	1	12.26	1	1	1	1	1	1	1	1	1	1	3
Washington County.....	86.7	1	1	59.4	4	4	3.70	4	4	10.54	2	2	2	2	4	3	3	3	2	2	5
Kent County.....	64.6	5	5	56.2	5	5	3.20	5	5	6.26	5	5	5	5	5	5	5	5	5	5	4
Bristol County.....	71.7	4	4	72.2	1	1	6.68	3	3	9.61+	3	3	4	3	3	4	4	4	4	4	1

NOTE.—In the above Table, the towns are ranked by marking the town having the highest per cent. or amount 1. When the per cent. or amount of two or more towns is the same, they are given the same rank, and the town having the next lower per cent. or amount is ranked as if the preceding towns had been ranked in regular order, and the same for counties.





TABLE X.—PUBLIC DAY SCHOOLS.

*School Year ending April 30, 1887.*

TOWNS.	SIZE OF UNGRADED SCHOOLS.							AVERAGE SIZE OF SCHOOLS.			SCHOOL PROPERTY.	
	Number having less than ten pupils.	Between ten and twenty.	Between twenty and thirty.	Between thirty and forty.	Between forty and fifty.	Between fifty and sixty.	Over sixty.	Graded Schools.	Ungraded Schools.	Graded and Ungraded Schools.	No. of School Buildings.	Estimated value of sites, buildings, etc.
<b>PROVIDENCE COUNTY.</b>												
Burrillville.....	5	3	1	1	1			42	18	30	17	\$24,100
Cranston.....		1	1		3			40	34	38	10	24,602
Cumberland.....	3	5	3					49	14	32	15	44,550
East Providence.....			2	1	3			45	41	44	14	70,000
Foster.....	7	9	1						12	12	17	7,800
Glocester.....	2	8	1					57	13	20	12	8,250
Johnston.....	1	6	2	1	3			45	24	34	15	26,100
Lincoln.....		1	3					48	22	46	14	115,500
North Providence..					1			38	48	41	3	7,300
North Smithfield.....	1	7	1		1			37	19	24	11	10,250
Pawtucket.....			1		1	1	1	48	47	48	21	285,057
Providence.....								52		52	55	1,041,249
Scituate.....		10	4	2				60	18	20	18	11,700
Smithfield.....	1	4	1		1			33	19	25	9	26,399
Woonsocket.....			1	1			1	43	43	43	15	150,000
Totals.....	20	54	22	6	13	2	2	49	21	43	246	\$1,852,857
<b>NEWPORT COUNTY.</b>												
Jamestown.....		1						26	14	22	3	\$2,900
Little Compton.....	2	3	4						17	17	9	4,500
Middletown.....		2	1	2					25	25	5	9,400
Newport.....			1					44	26	44	11	128,135
New Shoreham.....			2	1	1	1			36	36	5	5,500
Portsmouth.....	2	3	3					27	18	20	8	11,200
Tiverton.....		6	3	2		1	1		27	27	13	14,000
Totals.....	4	15	14	5	1	2	1	45	21	33	54	\$175,635
<b>WASHINGTON COUNTY.</b>												
Charlestown.....	2	3	1	1				27	17	18	7	\$2,500
Exeter.....	2	7	2						15	15	11	3,500
Hopkinton.....	1	4	3					29	19	24	10	12,550
North Kingstown.....		7	1	1		1		36	21	28	14	20,205
Richmond.....	4	6	1	1				17	16	16	14	14,260
South Kingstown.....	1	9	6	1				41	19	27	22	28,919
Westerly.....		7	1	1		1		40	34	38	15	84,700
Totals.....	10	43	15	5		2		36	20	26	93	\$166,634
<b>KENT COUNTY.</b>												
Coventry.....	6	5	2	1				39	14	23	18	\$19,150
East Greenwich.....		4						38	15	29	6	13,600
Warwick.....			5	1	1			47	29	44	20	67,955
West Greenwich.....	5	5	2						13	13	12	5,200
Totals.....	11	14	9	2	1			44	16	31	56	\$105,905
<b>BRISTOL COUNTY.</b>												
Barrington.....			1	2				24	30	27	4	\$9,000
Bristol.....		1		1		1		51	32	47	7	65,000
Warren.....		1	1	1				52	24	43	5	29,000
Totals.....		2	2	4		1		48	29	43	16	\$103,000
<b>RECAPITULATION BY COUNTIES.</b>												
Providence County.....	20	54	22	6	13	2	2	49	21	43	246	\$1,852,857
Newport County.....	4	15	14	5	1	2	1	45	21	33	54	175,635
Washington County.....	10	43	15	5		2		36	20	26	93	166,634
Kent County.....	11	14	9	2	1			44	16	31	56	105,905
Bristol County.....		2	2	4		1		48	29	43	16	103,000
Totals.....	45	128	62	22	15	7	3	47	20	39	465	\$2,404,031

TABLE XI.—EVENING SCHOOLS.

*School Year ending April 30, 1887.*

ATTENDANCE, Etc.

TOWNS.	SCHOOLS.		Average number of teachers employed.	ATTENDANCE.						Minimum age of admission.
	Number.	Average length in weeks.		No. of different boys registered.	No. of different girls registered.	Total.	Average number belonging.	Average attendance.	Aggregate number of weeks' attendance.	
Burrillville.....	1	19 3-5	1	41	25	66	36	30	588	12
Cumberland.....	6	9 1-5	10	213	123	336	218	158	1,454	13
*Lincoln.....	4	10 2-5	12	256	149	405	282	198	2,150	9
*Newport.....	2	15	9	135	48	183	119	55	732	.....
North Smithfield.....	1	9 3-5	2	85	23	108	65	57	547	.....
Pawtucket.....	5	12 1-5	25	555	190	745	352	226	2,713	10
*Providence.....	12	17	132	1,810	870	2,680	1,985	1,285	21,845	.....
Scituate.....	1	9 3-5	1	18	6	24	20	17	166	10
*Warren.....	1	11	2	85	77	162	75	51	561	.....
*Woonsocket.....	5	9 4-5	22	421	281	702	421	314	3,063	15
Totals.....	38	13 1-5	216	3,619	1,792	5,411	3,573	2,391	33,819	.....

NOTE.—Five evenings are reckoned as one week. Number of different teachers employed: Males, 98; Females, 149. Total, 247. Aggregate length of schools, 500 3-5 weeks. Towns in which pupils who attend day schools are never or very rarely admitted are marked by a \*.

TABLE XII.—EVENING SCHOOLS.

*School Year ending April 30, 1887.*

EXPENDITURES.

TOWNS.	Aggregate number evenings' service performed by males.	Aggregate number evenings' service performed by females.	Amount paid males.	Amount paid females.	Other expenses.	Total expenditures.	COST OF INSTRUCTION, INCLUDING ONLY TEACHERS' WAGES.			
							Cost per capita of pupils enrolled.	Cost per capita of the average attendance.	Cost per week for each pupil's instruction.	
Burrillville.....	98	.....	\$98 00	.....	\$4 30	\$102 30	\$1 48	\$3 27	\$ 17	
Cumberland.....	351	138	581 00	\$184 00	126 14	891 14	2 28	4 54	53	
Lincoln.....	375	327	548 25	323 00	228 75	1,100 00	2 15	4 40	41	
†Newport.....	.....	600	.....	1,058 34	.....	1,058 34	5 78	19 24	1 45	
North Smithfield.....	48	48	80 00	36 00	6 00	102 00	89	1 68	18	
†Pawtucket.....	1,016	563	1,332 50	593 00	560 90	2,486 40	2 58	8 52	71	
Providence.....	3,402	7,832	5,179 00	7,832 00	2,524 69	15,535 69	4 85	10 13	60	
Scituate.....	48	.....	82 00	.....	14 00	76 00	2 58	3 65	37	
*Warren.....	110	.....	132 00	.....	83 30	215 30	81	2 59	24	
*Woonsocket.....	543	566	785 00	566 00	345 03	1,696 03	1 92	4 30	44	
Totals.....	6,051	10,104	\$8,777 75	\$10,592 34	\$3,893 11	\$23,263 20	\$3 58	\$8 10	\$ 57	

NOTE.—Towns which furnish books are designated by a †.

TABLE XIII. — STATE APPROPRIATIONS FOR PUBLIC SCHOOLS.

*School Year ending April 30, 1888.*

TOWNS.	Apportionment of \$44,500 by Schools, due July 15, 1887.	Apportionment of \$75,500 according to School Census, of Jan'y, 1886, due Dec. 31, 1887.	Total Apportionment for each Town.	Population from 5 to 15 years of age inclusive, School Census, Jan. 1887.
Barrington.....	\$500 00	\$269 95	\$769 95	226
Bristol.....	1,500 00	1,595 81	3,095 81	1,336
Burrillville.....	1,500 00	1,318 69	2,818 69	1,104
Charlestown.....	700 00	240 09	940 09	301
Coventry.....	1,500 00	1,247 03	2,747 03	1,044
Cranston.....	1,500 00	1,435 75	2,935 75	1,202
Cumberland.....	1,500 00	2,001 93	3,501 93	1,676
East Greenwich.....	1,000 00	624 71	1,624 71	523
East Providence.....	1,500 00	1,886 07	3,386 07	1,579
Exeter.....	1,100 00	256 81	1,356 81	215
Foster.....	1,500 00	268 75	1,768 75	225
Glocester.....	1,300 00	469 87	1,759 87	385
Hopkinton.....	1,500 00	609 18	2,109 18	510
Jamestown.....	300 00	113 47	413 47	95
Johnston.....	1,500 00	1,883 68	3,383 68	1,577
Lincoln.....	1,500 00	4,887 77	6,387 77	4,092
Little Compton.....	1,000 00	229 34	1,229 34	192
Middletown.....	500 00	228 14	728 14	191
Newport.....	1,500 00	4,222 45	5,722 45	3,535
*New Shoreham.....	500 00	306 98	806 98	257
North Kingstown.....	1,500 00	925 71	2,425 71	775
North Providence.....	600 00	506 46	1,106 46	424
North Smithfield.....	1,400 00	850 47	2,250 47	712
Pawtucket.....	1,500 00	5,784 81	7,284 81	4,843
Portsmouth.....	1,000 00	314 15	1,314 15	263
Providence.....	1,500 00	27,939 82	29,439 82	23,391
Richmond.....	1,500 00	462 26	1,962 26	387
Scituate.....	1,500 00	776 40	2,276 40	650
Smithfield.....	1,200 00	628 29	1,828 29	526
South Kingstown.....	1,500 00	1,397 53	2,897 53	1,170
Tiverton.....	1,300 00	720 26	2,020 26	603
Warren.....	900 00	986 63	1,886 63	826
Warwick.....	1,500 00	3,391 10	4,891 10	2,839
Westerly.....	1,500 00	1,608 95	3,108 95	1,347
West Greenwich.....	1,200 00	247 26	1,447 26	207
Woonsocket.....	1,500 00	4,862 68	6,362 68	4,071
	\$44,500 00	\$75,489 25	\$119,989 25	63,199

Each town receives \$100 per school up to fifteen, and \$1.19,446,9 per capita of school population.

State Appropriation for Day Schools.....	\$120,000 00
“ “ “ Evening Schools.....	3,000 00
“ “ “ State Normal School.....	11,000 00
“ “ “ Mileage for State Normal School.....	1,500 00
“ “ “ Teachers' Institutes.....	500 00
“ “ “ Lectures, Addresses, etc.....	300 00
“ “ “ Public Libraries.....	4,500 00
“ “ “ School for the Deaf.....	4,000 00
“ “ “ R. I. School of Design.....	1,500 00
“ “ “ School Apparatus.....	2,000 00
“ “ “ State Home and School.....	12,000 00

\* An error of 9 in the New Shoreham Census, discovered after May 1st, necessitated a deduction of \$10.75 from the apportionment made at that time for that town.

TABLE XIV.—TOWN APPROPRIATIONS.

*School Year ending April 30, 1888.*

TOWNS.	Appropriations for public schools for year 1887-88.	Appropriations for public schools for year 1877-78.	Increase in ten years.	State valuation for 1873.	Town tax for public schools on each \$100 thereof.
<b>PROVIDENCE CO.</b>					
Burrillville.....	\$4,500 00	\$3,500 00	\$1,000 00	\$2,761,470	161½ cts.
Cranston.....	+5,400 00	4,500 00	900 00	8,262,477	6½ "
Cumberland.....	+8,500 00	6,500 00	2,000 00	5,993,716	14½ "
East Providence.....	15,900 00	9,500 00	5,500 00	3,790,537	39½ "
Foster.....	+1,768 75	1,444 56	324 19	662,650	26½ "
Glocester.....	-1,859 87	2,000 00	† 140 13	1,192,275	15½ "
Johnston.....	+6,300 00	4,500 00	1,800 00	4,233,393	15 "
Lincoln.....	+19,000 00	12,000 00	7,000 00	8,586,023	22½ "
North Providence.....	+2,800 00	1,200 00	1,600 00	1,029,846	27½ "
North Smithfield.....	+3,100 00	3,200 00	† 100 00	2,681,116	11½ "
Pawtucket.....	+46,000 00	27,000 00	19,000 00	17,839,212	25¾ "
Providence.....	-217,000 00	193,000 00	24,000 00	168,547,726	13 "
Scituate.....	2,500 00	3,000 00	† 500 00	2,710,323	9¼ "
Smithfield.....	-2,511 50	2,500 00	11 50	2,336,586	10¾ "
Woonsocket.....	+24,700 00	15,000 00	9,700 00	11,497,562	21½ "
<b>Totals.....</b>	<b>+ \$360,940 12</b>	<b>\$288,844 56</b>	<b>\$72,095 56</b>	<b>\$242,124,912</b>	<b>15 cts.</b>
<b>NEWPORT COUNTY.</b>					
Jamestown.....	+ \$510 00	\$300 00	\$210 00	\$667,567	7½ cts.
Little Compton.....	2,040 00	1,500 00	540 00	1,276,085	16 "
Middletown.....	1,600 00	1,800 00	† 200 00	2,778,150	5¾ "
Newport.....	-36,000 00	27,000 00	9,000 00	29,473,550	12¼ "
New Shoreham.....	+852 73	594 60	258 13	449,083	19 "
Portsmouth.....	2,800 00	3,000 00	† 200 00	2,616,767	10¾ "
Tiverton.....	3,800 00	2,500 00	1,300 00	1,783,552	21½ "
<b>Totals.....</b>	<b>- \$47,602 73</b>	<b>\$36,694 60</b>	<b>\$10,908 13</b>	<b>\$39,044,754</b>	<b>12¼ cts.</b>
<b>WASHINGTON CO.</b>					
Charlestown.....	- \$1,095 09	\$783 36	\$311 73	\$663,960	16½ cts.
Exeter.....	-1,420 00	1,157 00	263 00	610,758	23¼ "
Hopkinton.....	-2,109 18	1,432 83	676 35	1,812,262	11½ "
North Kingstown.....	3,700 00	2,500 00	1,200 00	2,885,532	12¾ "
Richmond.....	+2,100 00	1,400 00	700 00	1,280,820	10½ "
South Kingstown.....	+4,272 53	2,533 47	1,739 06	5,434,031	8 "
Westerly.....	+3,608 95	2,216 03	1,392 92	5,440,721	6½ "
<b>Totals.....</b>	<b>+ \$18,305 75</b>	<b>\$12,022 69</b>	<b>\$6,283 06</b>	<b>\$18,128,084</b>	<b>10 cts.</b>
<b>KENT COUNTY.</b>					
Coventry.....	\$3,650 00	\$3,000 00	\$650 00	\$4,091,617	9 cts.
East Greenwich.....	-1,624 71	1,200 00	424 71	1,869,856	8¼ "
Warwick.....	+9,000 00	6,500 00	2,500 00	11,002,363	8¼ "
West Greenwich.....	+1,472 26	982 06	490 20	548,120	26¾ "
<b>Totals.....</b>	<b>+ \$15,746 97</b>	<b>\$11,682 06</b>	<b>\$4,064 91</b>	<b>\$17,512,556</b>	<b>9 cts.</b>
<b>BRISTOL COUNTY.</b>					
Barrington.....	+ \$2,500 00	\$1,000 00	\$1,500 00	\$1,731,128	14½ cts.
Bristol.....	† 9,500 00	9,234 08	265 92	5,293,979	18 "
Warren.....	+4,400 00	4,800 00	† 400 00	4,695,146	9½ "
<b>Totals.....</b>	<b>+ \$16,400 00</b>	<b>\$15,034 08</b>	<b>\$1,365 92</b>	<b>\$11,720,253</b>	<b>14 cts.</b>

RECAPITULATION BY COUNTIES.

Providence County.....	+ \$360,940 12	\$288,844 56	\$72,095 56	\$242,124,912	15 cts.
Newport County.....	- 47,602 73	36,694 60	10,908 13	39,044,754	12¼ "
Washington County.....	+ 18,305 75	12,022 69	6,283 06	18,128,084	10 "
Kent County.....	+ 15,746 97	11,682 06	4,064 91	17,512,556	9 "
Bristol County.....	+ 16,400 00	15,034 08	1,365 92	11,720,253	14 "
<b>Totals.....</b>	<b>\$458,995 57</b>	<b>\$364,277 99</b>	<b>\$94,717 58</b>	<b>\$328,530,559</b>	<b>14 cts.</b>

+ Denotes increase over appropriation for last year.

† Decrease.

- Denotes decrease from appropriation for last year.

‡ Estimated, as Treasurer's return does not give exact amount of appropriation aside from State appropriation, Registry Tax, etc.



TABLE XV.—TEXT-BOOKS, MAY, 1887.

TOWNS.	READER.	SPELLER.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	U. S. HISTORY.	PHYSIOLOGY.	ALGEBRA.	WRITING.
PROVIDENCE Co.									
Burrillville.....	Lippincott's.	Monroe's.	Franklin.	Mitchell's.	Greene's.	Butler's.	Hutchison's.	Olney's.	D.
Cranston.....	Sheldon's.	Patterson's.	Franklin.	Warren's.	Smith's.	Scudder's.	Blaisdell's.	.....	B. S.
Cumberland.....	Lippincott's.	Monroe's.	Franklin.	Warren's.	Greene's.	Scudder's.	Blaisdell's.	Greenleaf's.	B. S.
East Providence.....	Appleton's.	Buckwalter's.	Franklin.	Harper's.	Greene's.	Scudder's.	Hutchison's.	Greenleaf's.	P. D. & S.
Foster.....	Appleton's.	New American.	MacVicar's.	Mitchell's.	Greene's.	Quackenbos'.	Hutchison's.	Greenleaf's.	.....
Glocester.....	Appleton's.	Monroe's.	Fish's.	Warren's.	Reed & Kellogg's.	Reed's.	{ Buckalew & Lewis'.	.....	B. S.
Johnston.....	Franklin.	Gilbert's.	MacVicar's.	Warren's.	Greene's.	Eclectic.	Hutchison's.	Wentworth's.	B. S.
Lincoln.....	Franklin.	Monroe's.	MacVicar's.	Warren's.	Reed & Kellogg's.	Reed's.	Brand's.	Greenleaf's.	P. D. & S.
North Providence..	Monroe's.	Swinton's.	Fish's.	Warren's.	Greene's.	Anderson's.	Hutchison's.	Hagar's.	B. S.
North Smithfield...	Swinton's.	Monroe's.	Hegar's.	Warren's.	Greene's.	Berard's.	Hutchison's.	.....	B. S.
Pawtucket.....	Raub's.	Monroe's.	Harper's.	Warren's.	Greene's.	Berard's.	Cutter's.	.....	B. S.
Providence.....	Monroe's.	Monroe's.	{ Bradbury's	Warren's.	Greene's.	Quackenbos'.	Dunglison's.	{ Bradbury's	P. D. & S.
Scituate.....	Monroe's.	Monroe's.	Eaton's.	Warren's.	Greene's.	Barnes'.	Blaisdell's.	Eaton's.	P. D. & S.
Smithfield.....	Monroe's.	Swinton's.	Franklin.	Warren's.	Greene's.	Butler's.	Smith's.	Greenleaf's.	.....
Woonsocket.....	Monroe's.	Monroe's.	Hegar's.	Warren's.	Whitney's.	.....	.....	Newcomb's.	P. D. & S.
			Greenleaf's.	Warren's.	Reed & Kellogg's.	Berard's.	Brand's.	Greenleaf's.	P. & H.
						Barnes'.	Mills'.	.....	D.
NEWPORT Co.									
Jamestown.....	Monroe's.	Swinton's.	Fish's.	Warren's.	Reed & Kellogg's.	Anderson's.	Hutchison's.	Bradbury's.	D.
Little Compton.....	Analytical.	Henderson's.	Hegar's.	Harper's.	Patterson's.	Butler's.	.....	.....	.....
Middletown.....	Appleton's.	Swinton's.	Franklin.	Harper's.	Raub's.	Goodrich's.	.....	Bradbury's.	D.
Newport.....	Franklin.	Harrington's.	{ Bradbury's	Warren's.	Reed & Kellogg's.	Anderson's.	Hutchison's.	Bradbury's.	D.
New Shoreham.....	Appleton's.	National.	Eaton's.	Warren's.	Reed & Kellogg's.	Quackenbos'.	Smith's.	Robinson's.	D.
Portsmouth.....	Appleton's.	Buckwalter's.	Franklin.	Warren's.	Greene's.	Anderson's.	Smith's.	Greenleaf's.	D.
Thiverton.....	Harrington's.	Harrington's.	Raub's.	Harper's.	Reed & Kellogg's.	Scudder's.	Brand's.	Greenleaf's.	P. D. & S.
	Worcester's.	Worcester's.	Greenleaf's.	Harper's.	Greene's.	Goodrich's.	Hooker's.	Greenleaf's.	P. D. & S.
	Lippincott's.		Franklin.						

WASHINGTON Co.	Buckwalter's.	Bradbury's.	Mitchell's.	Swinton's.	Goodrich's.	Hutchison's.	{	H.
Charlestown.....	Appleton's.	{					Bradbury's.	
		Eaton's.					Eaton's.	
Exeter.....	Buckwalter's.	Hagar's.	Warren's.	Greene's.	Butler's.	Brand's.	Robinson's.	P. & H.
Hopkinton.....	Swinton's.	{	Swinton's.	Swinton's.	Higginson's.	Hutchison's.	Greenleaf's.	E.
		Bradbury's.		Reed & Kellogg's.	Quackenbos'.	Blaisdell's.	Hagar's.	B. S.
North Kingstown.....	Monroe's.	Hagar's.	Warren's.	Greene's.	Swinton's.	Brand's.		E.
Richmond.....	Monroe's.	Franklin.	Swinton's.	Swinton's.				
South Kingstown.....	Monroe's.	Hagar's.	Warren's.	Greene's.	Beard's.	Hutchison's.	Wentworth's.	P. D. & S.
Westerly.....	Swinton's.	White's.	Warren's.	Greene's.	Loosing's.	Brand's.	Olney's.	P. D. & S.
	{							
Hunt & Gourley's.								
Monroe's.		Hagar's.	Warren's.	Greene's.	Beard's.	Steele's.	Hagar's.	D.
Coventry.....	Monroe's.	Greenleaf's.	Warren's.		Beard's.	Brand's.	Greenleaf's.	P. D. & S.
East Greenwich.....	Raub's.	Raub's.	Warren's.	Reed & Kellogg's.	Beard's.	Blaisdell's.	Greenleaf's.	D.
Warwick.....	Appleton's.	Franklin.	Warren's.	Greene's.	Higginson's.	Steele's.	Robinson's.	D.
West Greenwich.....	Appleton's.	Franklin.	Warren's.					
Bristol Co.								
Barrington.....	Appleton's.	Harrington's.	Warren's.	Reed & Kellogg's.	Quackenbos'.	Hutchison's.	Greenleaf's.	B. S.
Bristol.....	Nonroe's.	Swinton's.	Warren's.	Reed & Kellogg's.	Barnes.	Hutchison's.	{	P. D. & S.
	Franklin.						Bradbury's.	
Warren.....	Nonroe's.	MacVicar's.	Harper's.	Reed & Kellogg's.	Quackenbos'.	Walker's.	Hagar's.	A. & B. S.
	Appleton's.	Bradbury's.						

Changes from last year are in italics. Under Writing, P. D. & S. signify Payson, Dutton & Scribner; D., Duttonian; E., Ellsworth; B. S., Business.

Standard: P. & H., Potter and Hammond; H., Harper's; A., Appleton's.

GRAMMAR. Text Books. *Barbington*.—Olney's Geometry. Gray's Botany. Gray's Latin. *Brissol*.—Appleton's Natural History Reader, Hooker's Book of Nature, Dawes' How We are Governed. *Barbington*.—Olney's Political Economy. *Greenery*.—Swinton's Composition, Colburn's Mental Arithmetic, Potter & Hammond's Book-keeping, Johnson's Natural Philosophy. *Chamberland*.—American Text Books of Art Education. *Glossier*.—Powell's How to Write. *Johnson*.—Whitney's & Knox's Language Lessons, Mason & Elchberg's Music Readers, Wentworth's Geometry, Thompson's Commercial Arithmetic, Maury's Physical Geography, Young's Government Class Book, Swinton's Studies in English Literature, Meserve's Book-keeping, Harkness' Latin Grammar, Course in Cicero, Salust and Cicero, and First Year in Latin, Jones' Latin Prose Composition, Leighton's Home. *Lincoln*.—Davies' Geometry. Gray's Botany. Avery's Natural Philosophy, Storer's Chemistry, Lockyer's Astronomy, Harkness' Latin, Faequille's French. *North Providence*.—Bryant & Stratton's Book-keeping, Mason's National Singing Course. *Pineblake*.—Andrew's Constitution, Hart's Rhetoric, Crittenden's Book-keeping, Wentworth's Geometry, Norton's Elements of Physics, Swinton's Outlines of History, Meserve's Political Economy, Brand's Lessons on the Human Body, Avery's Chemistry, Warren's Physical Geography, Sharpless & Philip's Astronomy, Shaw's New English Literature, Dana's Geology, Wayland's Intellectual Philosophy and Moral Science, Otto's French Grammar and Reader, Harkness' Latin Series, Hadley's Greek Series, Leighton's Greek Reader, Chase & Stuart's Aeneid and Georgics, Lincoln's Ovid, Kendrick's and Boies's Anabasis, Johnson's Iliad, Liddell's History of Rome, Smith's History of Greece, Jones' Greek Prose. *South Kingstown*.—Scribner's Geographical Reader and Primer, Meserve's Book-keeping, Olney's Geometry. *Warren*.—Warren's Physical Geography. *Warren*.—Warren's Physical Geography, Meserve's Book-keeping, Collier & Daniel's Beginners' Latin Book, Harkness' Latin Grammar, Reader, Nepos, Caesar and Cicero, Hanson & Rolfe's Ovid, Searling's Virgil, Jones' Latin Composition, Kendrick's Xenophon and Odyssey, Hadley's Greek Grammar, Otto's French Grammar and Reader, Welsh's Geometry, Barnes' General History, Gray's Botany, Cooley's Chemistry, Baker's Natural Philosophy, Ray's Astronomy, Shaw's English Literature, Steele's Zoology, Dana's Geology, Barnes' General History. *Warwick*.—Wells' Philosophy, Quackenbos' Composition, Meserve's Book-keeping. *Woonsocket*.—Greenleaf's Geometry, Jones' Latin Reader, Harkness' Latin Grammar, Caesar and Cicero, Goodwin's Greek, Avery's Chemistry, Steele's Astronomy, Gray's Botany, Dana's Geology, Chapin's Political Economy, Hart's Rhetoric, Collier's English Literature, Fairchild's Moral Science, Meserve's Book-keeping.

TABLE XVI.—FREE PUBLIC LIBRARIES.

Year ending December 31, 1887.

NAME OF LIBRARY.	LOCATION.	Number of Application.	Amount ap- propriated.	Total number of patrons.	New patrons.	Total number of volumes.	Per cent. of history.	Per cent. of biography.	Per cent. of geography and travel.	Per cent. of art.	Per cent. of drama.	Per cent. of literature and language.	Per cent. of fiction.	Per cent. of miscellaneous.	Per cent. of reference books (circulated.)
Anthony Lyceum Library.....	Anthony, Coventry.....	9	\$125	210	35	2,039	9.3	7.8	7.6	6.2	1.3	3.3	36.	20.3	8.2
Apponaug Free Library.....	Apponaug, Warwick.....	3	75	121	40	1,083	7.2	4.	2.9	4.6	2.8	2.1	72.4	3.1	.9
Ashaway Library and Reading Room.....	Ashaway, Hopkinton.....	11	125	391	88	2,554	12.	6.6	5.3	6.9	2.1	1.8	16.	49.3	.....
Barrington Public Library.....	Barrington.....	8	125	325	25	5,000	11.7	8.3	4.6	6.4	1.6	24.7	23.8	6.6	12.3
Carolina Public Library.....	Carolina, Richmond.....	6	75	210	57	1,115	10.6	8.4	7.7	14.1	4.3	3.4	26.9	8.5	16.1
Central Falls Free Public Library.....	Central Falls, Lincoln.....	6	148	185	185	2,019	5.4	10.4	5.7	1.5	.....	.....	62.9	13.	.....
Crompton Free Library.....	Crompton, Warwick.....	10	125	575	112	3,345	10.	11.6	8.7	13.6	2.8	.....	.....	.....	1.6
East Greenwich Free Library.....	East Greenwich.....	11	125	639	151	3,723	15.	11.3	7.6	7.5	6.	21.3	41.9	2.4	.....
George Hall Free Library.....	East Providence.....	5	75	203	41	1,402	10.1	12.1	12.1	13.3	3.2	5.9	38.	5.	.....
Greenville Free Library.....	Warren.....	13	150	829	30	4,583	11.	9.3	6.4	5.3	2.	5	36.7	13.2	.....
Island Free Library.....	Greenville, Smithfield.....	6	125	379	57	2,074	16.7	8.6	4.5	5.4	2.8	15.6	14.7	23.	15.6
George Hall Free Library.....	Woonsocket.....	9	200	*805	167	11,051	7.4	12.1	6.3	23.3	3.7	6.2	19.2	5.7	15.9
Harris Institute Library.....	New Shoreham.....	10	100	112	15	1,893	12.8	14.6	14.5	10.5	3.8	1.1	24.4	18.3	.....
Jameson Philomelanian Library.....	Kingston, So. Kingstown.....	12	100	289	124	1,790	10.5	9.5	7.6	8.3	4.1	1.2	29.	23.8	.....
Kingston Free Library.....	Kingston, Warwick.....	11	125	339	87	3,863	8.3	11.5	6.2	6.4	2.7	6.2	28.1	29.1	1.5
League Library.....	Warwick Neck, Warwick.....	2	50	222	127	1,134	10.	4.4	5.	4.9	1.6	7.1	21.7	46.3	.....
Little Compton Free Public Library.....	Little Compton.....	9	75	96	8	1,100	21.2	13.1	10.2	6.3	2.5	1.3	17.1	28.2	1
Manitou Free Library.....	Exeter.....	7	75	98	17	1,238	12.2	11.6	7.4	20.6	2.5	8.9	17.2	14.9	4.7
Manville Library.....	Manville, Lincoln.....	12	50	40	6	1,795	10.1	13.1	9.3	8.6	5.6	5.4	24.2	13.1	15.6
Middleton Free Library.....	Middleton.....	11	125	5,430	87	3,364	13.	17.4	12.	6.6	2.3	8.9	24.5	8.8	.....
Natick Free Library.....	Natick, Warwick.....	11	50	196	.....	648	6.9	7.6	3.9	1.1	1.2	2.9	44.9	31.5	.....
Old Warwick Library.....	Warwick Neck, Warwick.....	12	100	184	90	1,926	11.8	13.4	4.9	4.5	2.9	2.1	19.9	37.5	3.
Old Warwick Free Library.....	Warwick, Johnston.....	11	100	840	416	1,836	18.2	7.7	9.3	8.9	2.7	4.1	26.7	20.5	1.9
Pawtucket Free Public Library.....	Pawtucket.....	12	200	13,058	740	10,430	7.2	13.5	5.9	7.5	3.5	9	23.1	12.5	25.9
Pawtucket Valley Free Library.....	Pawtucket, Warwick.....	4	125	909	399	2,656	9.4	8.6	5.1	6.9	1.7	1.2	46.3	20.8	.....
Pontiac Free Library.....	Pontiac, Warwick.....	3	75	124	41	1,321	11.5	9.9	8.9	2.1	3.3	3.7	51.8	6.5	2.2
Providence Public Library.....	Providence.....	9	200	28,904	1,851	34,758	9.	8.1	6.3	31.4	2.	1.8	16.7	20.9	3.8
Riverside Library.....	Riverside, E. Providence.....	7	75	186	53	1,284	7.9	10.	8.7	7.	3.6	18	26.3	18.4	1
Rogers Free Library.....	Bristol.....	10	200	3,130	175	8,858	9.	11.6	8.2	25.9	3.2	3.8	19.8	14.4	3.1
Shannock Free Library.....	Shannock Mills, Richmond.....	3	50	.....	.....	611	13.9	8.2	5.9	17.3	5	2	14.1	35.5	2.6
Union for Christian Work Library.....	Providence.....	11	125	*1,000	322	3,624	11.9	12.5	8.2	17.8	4.2	2.2	24.5	14.6	4.1
Union Free Library.....	Centredale, N. Providence.....	11	100	275	100	1,977	9.1	10.8	7.5	6.8	2.8	5.7	40.8	15.9	1
Valley Falls Free Public Library.....	Valley Falls, Cumberland.....	7	75	189	28	1,455	8.9	9.	9.1	2.3	1.9	.....	76.4	17.5	1.9
Wachusett Free Public Library.....	Wachusett, E. Prov.....	2	50	687	657	1,833	8.2	9.3	5.3	2.6	2	2	78.9	6.4	1.1
Whitbridge Hall Library.....	Whitbridge, E. Prov.....	7	100	210	3	1,892	8.2	9.3	6.1	3.2	4.8	9.8	35.1	23.1	1.4
Woonsocket Free Library.....	Providence.....	5	125	231	128	2,028	10.9	6.8	5.6	6.7	2.3	1.3	43.8	22.6	1.
Totals.....	.....	.....	\$3,950	62,973	6,477	133,484	9.9	10.	6.8	16.2	2.8	4.9	25.3	17.6	6.5

\* Estimated.  
† Reorganized May 1, 1887.

TABLE XVII.—FREE PUBLIC LIBRARIES.

Year ending December 31, 1887.

## CIRCULATION.

NAME OF LIBRARY.	Total circulation.	Per cent. of history.	Av. circulation of each vol. of do.	Per cent. of biography.	Av. circulation of each vol. of do.	Per cent. of geography and travel.	Av. circulation of each vol. of do.	Per cent. of science and art.	Av. circulation of each vol. of do.	Per cent. of poetry and drama.	Av. circulation of each vol. of do.	Per cent. of literature and language.	Av. circulation of each vol. of do.	Per cent. of fiction.	Av. circulation of each vol. of do.	Per cent. of miscellaneous.	Av. circulation of each vol. of do.
Anthony Lyceum Library.....	2,088	4.	4.	4.	5.	10.2	1.4	2.7	5.	8.	6.	5.	1.	69.	2.	8.8	4.
Apponzing Free Library.....	3,007	1.4	1.5	3.	2.	7.	7.	2.	1.	3.	3.	1.	1.	97.1	3.7	20.9	6.
Ashaway Library and Reading Room.....	3,684	8.9	1.1	5.2	1.1	10.6	2.8	5.6	1.2	2.	1.3	1.3	1.	45.5	4.1	20.9	6.
Barrington Public Library.....	2,549	1.5	1.1	2.	1.	2.2	2.	3.	1.1	4.3	1.1	3.	1.	84.8	1.8	6.	5.
Carroll Public Library.....	1,610	6.4	1.9	4.	1.	10.8	2.	3.7	4.	2.3	1.5	1.	4.	84.8	3.7	1.4	2.
Central Falls Free Public Library.....	8,834	2.1	1.7	2.2	1.	1.9	1.5	7.	2.2	3.	1.	7.1	2.5	86.8	6.1	6.	2.
Crompton Free Library.....	8,514	5.3	1.4	4.9	1.1	8.8	2.6	4.3	2.8	2.4	2.2	7.1	2.5	86.2	4.	9.	9.
East Greenwich Free Library.....	3,848	10.	1.7	4.3	4.	1.1	1.2	4.1	6.	2.4	1.	9.7	1.	73.7	4.9	6.9	4.
East Providence Free Library.....	3,151	2.8	1.	3.	5.	10.4	1.9	3.2	5.	1.	1.	1.	1.	76.6	4.4	11.6	2.3
George Hall Free Library.....	11,831	4.	9.	2.7	8.	3.1	1.3	1.6	8.	4.	12	1.	1.	47.	2.1	6.4	1.
Greenville Public Library.....	1,385	12.8	5.	6.	5.	6.3	9.	3.1	4.	9.	1.	18.	1.	76.5	10.	2.6	1.1
Harris Institute Library.....	27,872	3.8	1.2	3.4	7.	4.1	1.6	5.1	6.	2.	1.3	2.5	1.	63.6	9.	25.1	9.
Island Free Library.....	1,195	10.5	1.5	16.6	7.	6.3	3.	1.5	1.	6.4	9.	1.	6.	81.3	3.6	7.	4.
Jamestown Philomelan Library.....	2,802	9.6	1.5	5.2	9.	6.5	1.4	4.1	8.	3.3	1.3	10.8	1.4	63.8	1.8	3.3	1.
Kingston Free Library.....	3,051	3.9	1.4	7.8	5.	8.6	1.1	1.1	1.	7.	2.	10.8	1.4	64.1	7.	5.	1.
League Library.....	2,682	7.5	1.8	1.7	9.	9.	4.3	1.8	8.	2.6	3.8	12.8	4.2	64.1	7.	5.	1.
Little Compton Free Public Library.....	1,093	3.9	2.	1.9	1.	7.3	7.	1.8	8.	5.	2.	2.	7.	71.7	4.2	13.7	5.
Manville Free Library.....	455	10.3	1.	11.	3.	4.6	2.	8.4	1.	1.6	2.	2.4	1.	60.	1.3	1.8	1.
Manville Library.....	310	30.	5.	10.6	1.	6.8	2.	1.8	2.	1.6	1.	8.1	3.	24.2	2.	13.9	2.
Middletown Free Library.....	271	8.9	1.	7.8	1.	11.4	2.	1.8	1.	1.4	1.	4.2	9.	63.3	6.	4.4	1.
Narragansett Library.....	8,627	6.3	1.3	5.3	1.3	6.5	2.5	8.4	2.5	3.3	2.6	4.2	9.	63.7	5.5	5.3	7.
Old Warwick Library.....	1,792	7.8	6.	6.4	4.	6.1	1.	2.7	6.	1.5	5.	9.	1.	63.9	3.1	9.7	2.
Olneyville Free Library.....	9,403	8.6	2.4	4.2	2.8	4.	2.8	1.1	1.1	3.1	2.2	1.1	1.4	67.8	13.	10.1	2.5
Pawtucket Free Public Library.....	84,901	3.5	1.6	3.5	8.	4.9	2.8	3.2	1.5	8.1	2.9	4.3	15.7	69.	10.	8.5	2.3
Pawtucket Valley Free Library.....	11,329	2.5	1.1	1.6	9.	2.	2.	1.3	8.	2.	2.	3.4	12.1	87.4	8.	5.	1.
Pontiac Free Library.....	1,894	11.1	1.4	1.6	2.	7.8	1.2	1.2	1.	7.	3.	1.5	2.3	76.	2.1	2.3	6.
Providence Public Library.....	82,179	7.4	1.9	4.6	1.4	6.1	1.6	11.8	9.	2.3	2.4	1.5	2.3	61.5	8.7	3.8	4.
Riverside Library.....	1,430	3.1	4.	3.1	1.	6.1	1.2	1.3	3.	3.	1.	1.	1.	70.3	3.4	6.5	4.
Rugers Free Library.....	25,242	3.2	5.	3.7	5.	5.3	1.7	4.9	5.	1.	3.	1.3	1.1	74.3	9.9	5.8	1.1
Shannock Free Library.....	9,272	2.6	0.	3.8	8.	4.	1.4	1.2	2.	1.2	3.	1.	1.	75.5	7.9	11.1	1.9
Union for Christian Work Library.....	3,241	4.1	1.	3.9	6.	1.3	1.3	3.	2.	6.	3.	5.	1.	81.6	3.5	1.2	1.
Union Free Library.....	5,638	6.	1.1	3.7	1.1	6.6	2.3	3.	4.	6.	3.	1.	1.	71.9	4.3	4.9	6.
Valley Falls Free Public Library.....	4,638	9.	5.3	3.	3.2	2.6	6.3	2.	1.5	3.	1.6	1.	3.	94.3	15.8	4.3	6.
Walden Free Public Library.....	11,968	4.2	5.	3.4	3.	8.	1.4	1.1	3.	9.	2.	2.5	2.1	75.2	2.1	4.	2.
Watson Free Public Library.....	1,761	4.2	5.	3.4	3.	8.	1.4	1.1	3.	9.	2.	2.5	2.1	75.2	2.1	4.	2.
Watson Free Public Library.....	1,761	4.2	5.	3.4	3.	8.	1.4	1.1	3.	9.	2.	2.5	2.1	75.2	2.1	4.	2.
Woonsocket Free Public Library.....	2,873	6.5	5.	4.4	9.	6.2	1.6	1.3	3.	1.5	3.	1.4	1.5	69.3	2.3	8.9	6.
Woonsocket Free Public Library.....	2,873	6.5	5.	4.4	9.	6.2	1.6	1.3	3.	1.5	3.	1.4	1.5	69.3	2.3	8.9	6.
Totals.....	298,212	5.2	1.2	3.8	9.	5.6	1.8	5.3	7.	1.7	1.3	2.4	1.1	70.6	6.2	5.4	7.

\* No circulation reported, the library having been closed for four years.

TABLE XVIII.—SUPERINTENDENTS OF SCHOOLS, 1887-88.

TOWN.	SUPERINTENDENT.	Post Office Address.	SALARY.
Providence.....	HORACE S. TARELL.....	Providence.....	\$3,500 00
Newport.....	GEORGE A. LITTLEFIELD.....	Newport.....	3,000 00
Pawtucket.....	*FRED SHERMAN.....	Pawtucket.....	2,000 00
Barrington.....	REV. WILLIAM M. CHAPIN.....	Barrington Centre.....	50 00
Bristol.....	JOHN P. REYNOLDS.....	Bristol.....	600 00
Burrillville.....	REV. ABRAHAM H. GRANGER, D. D.....	Burrillville.....	200 00
Charlottesville.....	*HENRY K. GARDINER, M. D.....	Charlottesville.....	50 00
Coventry.....	*CHARLES L. ORMSBEE, M. D.....	Greene.....	50 00
Cranston.....	AARON S. HAVEN.....	Cranston Print Works.....	300 00
Cumberland.....	REV. ROBERT MURRAY, JR.....	Ashton.....	3 00 per day.
East Greenwich.....	*ALBERT J. CONGDON.....	East Greenwich.....	50 00
East Providence.....	GEORGE N. BLISS.....	19 College Street, Providence.....	300 00
Exeter.....	*WARREN F. WILCOX.....	Ecocheag.....	50 00
Foster.....	RICHARD G. STONE.....	Poster Centre.....	100 00
Glocester.....	REV. JOHN RODGERS.....	Chepachet.....	2 50 per day.
Hopkinton.....	P. M. BARBER, 2D.....	Ashaway.....	25 00
Jamestown.....	THOMAS H. CLARKE.....	Jamestown.....	300 00
Johnston.....	*WILLIAM E. WILSON.....	Oneeyville.....	150 00
Lincoln.....	*FRANK MILLETT.....	Lonedale.....	40 00
Little Compton.....	REV. WILLIAM D. HART.....	Little Compton.....	50 00
Middletown.....	JOEL PECKHAM.....	Newport.....	35 00
New Shoreham.....	CHARLES E. PERRY.....	Block Island.....	200 00
North Kingstown.....	WILLIAM C. BAKER.....	Providence.....	50 00
North Providence.....	*JAMES C. COLLINS.....	12 South Main Street, Providence.....	100 00
North Smithfield.....	*GEORGE R. SMITH, M. D.....	Woonsocket.....	100 00
Portsmouth.....	*MRS. HANNAH C. BORDEN.....	Portsmouth.....	100 00
Richmond.....	REV. CHARLES L. FROST.....	Uxuepaug.....	100 00
Scituate.....	BARNARD ARNOLD, M. D.....	Rockland.....	100 00
Smithfield.....	REV. HENRY S. LATHAM, JR.....	Greenville.....	100 00
South Kingstown.....	ARTHUR W. BROWN.....	West Kingstown.....	375 00
Tiverton.....	MRS. C. J. BAKER.....	Tiverton.....	20 00
Warren.....	REV. WILLIAM N. ACKLEY.....	Warren.....	175 00
Warwick.....	DWIGHT R. ADAMS.....	Centerville.....	200 00
Westerly.....	REV. O. U. WHITFORD.....	Westerly.....	200 00
West Greenwich.....	CHARLES F. CARPENTER.....	Summit.....	25 00
Woonsocket.....	*FRANK E. MCFEE.....	Woonsocket.....	1,500 00

\* Denotes a change from last year.

## ABSTRACTS OF SCHOOL REPORTS.

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### NAMES OF TOWNS FROM WHOSE REPORTS EXTRACTS ARE TAKEN.

	PAGES.
Barrington.....	22, 64, 70, 137
Bristol.....	34, 92, 136
Burrillville.....	23, 54, 94, 118
Charlestown.....	23, 43, 87, 95, 118, 137
Coventry.....	35, 40, 43
Cranston.....	23, 40, 54, 64, 87, 119
Cumberland.....	20, 24, 35, 40, 54, 87, 96, 114, 119, 136
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East Providence.....	70, 96
Exeter.....	61, 115, 121, 138
Foster.....	24, 122
Glocester.....	20, 25, 41, 74
Hopkinton.....	62, 122, 139
Jamestown.....	20, 43, 96, 122
Johnston.....	25, 64, 70, 73, 88, 97
Lincoln.....	21, 25, 55, 140
Little Compton.....	21, 65, 70, 88, 122
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New Shoreham.....	36, 50, 115, 124, 141
North Kingstown.....	21, 26, 36, 54, 99, 125, 141
North Providence.....	27, 115, 125
North Smithfield.....	21, 36, 41, 54, 66, 136, 141
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